DOCUMENT RESUME

ED 222 645 CE 033 765

AUTHOR Ahearn, Anne C. Erikson
TITLE Identification of the Characteristics and Attributes Needed for Career Success in Entry-Level Management Positions in Selected Retailing Industry.
PUB DATE 82
NOTE 239p.; Doctoral dissertation, University of Pittsburgh.
PUB TYPE Dissertations/Theses - Doctoral Dissertations (041) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS Educational Attainment; *Entry Workers; *Individual Characteristics; Labor Turnover; *Managerial Occupations; Questionnaires; *Retailing; Success; Surveys; Work Experience
IDENTIFIERS Pennsylvania (Pittsburgh)

ABSTRACT

A study examined the characteristics and attributes needed by individuals for career success in entry-level management positions in the retailing industry. Included among the specific objectives of the study were the following: identification of the educational level and retailing experience needed by successful entry-level retail managers, determination of any relationship between characteristics needed and type of retail store, and identification of the causes for entry-level turnover. A project-developed questionnaire that contained items relating to 25 characteristics was administered to 130 personnel and store managers in various department, chain, discount, and specialty stores in the Pittsburgh area. Data obtained from the 97 completed questionnaires indicated that attitude and enthusiasm were perceived as the 2 most important characteristics of entry-level retail managers. Although all retailers are measured by sales volume, the characteristic, "result-oriented" ranked 7th and "assertiveness" ranked 19th. Intellectual competence and creativity, although considered needed characteristics, ranked last in the overall rating. These data recommendations called for establishing stronger criteria and more realistic measurement formats for hiring entry-level management trainees. (The survey instrument is included in the report.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED222645

83-1806
PA8213104

IDENTIFICATION OF THE CHARACTERISTICS AND ATTRIBUTES NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT POSITIONS IN SELECTED RETAILING INDUSTRY

by

ANNE C. ERIKSON AHEARN

B. S. University of Pittsburgh, 1973

M. Ed. University of Pittsburgh, 1975

Submitted to:

The Graduate Faculty, School of Education

in partial fulfillment of the requirements

for the degree of

DOCTOR OF EDUCATION

CE033765

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

UNIVERSITY OF PITTSBURGH

1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A C Ahearn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Copyright by:

A. C. Erikson Ahearn

1982

Acknowledgements

The writer wishes to express her appreciation for the valuable assistance provided by the doctoral committee of the University of Pittsburgh: Dr. Sean Hughes; Dr. Frank Palmeri; and Dr. Theodore Polk. Special gratitude is due to Dr. Irwin Iwler, chairman, who has provided direction and guidance through this study.

Also, grateful acknowledgement is extended to the retail management who so willing gave of their time and expertise in supplying the data needed.

TABLE OF CONTENTS

Acknowledgements

Chapter — Page

I. Introduction. 1

A. Background Information. 1

B. Purpose of the Stury. 5

C. Statement of the Problem. 7

D. Additional Research Objectives. 7

E. Delimitations 8

F. Definitions of Terms. 8

II. Review of the Literature. 13

A. Search Analysis 13

B. General Business Industry 13

C. Retail Industry 20

III. Methods and Procedures. 28

A. General Research Design 28

1. Casual Comparative Research 28

2. Descriptive - Survey Studies Research 29

B. Phase I - Pretesting. 30

1. Instrumentation 30

a. Pretesting a Questionnaire. 32

b. Letter of Transmittal 33

2. Population. 34

3. Research Interview. 34

C. Phase II. 38

1. Instrumentation 38

2. Population. 39

Table of Contents

Page 2 (continued)

3. Research Procedure for Evaluating Date. 39

4. Percentage of Questionnaires Returned 43

IV. Data Presentation, Analysis and Interpretation. 45

A. The Problem 45

B. Questionnaire Data Presentation 45

1. Education and Experience. 63

C. Top Management Interviews Data Presentation 76

D. Data Analysis and Interpretation of Characteristics Identification and Entry-Level Turnover by Group. 116

V. Summary, Conclusion and Recommendations 124

A. Summary 124

B. Conclusion. 124

C. Recommendations 128

D. General Observation and Recommendations 131

Appendices. 133

A. Letter of Transmittal 133

B. Pre-testing Questionnaire 134

C. Questionnaire Response. 137

D. Letter of Transmittal 161

E. Final Questionnaire 162

F. Identification of Rank Analysis 166

Bibliography. 191

FIGURES

Page

Figure 1 40

Figure 2 41

LIST OF TABLES

Table		Page
1.	Total employment and retail trade employment by age and sex, 1968 and 1978.	2
2.	Turnover costs by Department Store Company.	6
3.	Labor Force Characteristics of the Population, 1970	11
4.	Percentage of Questionnaires Returned by Groups Studied	44
5.	Rank Analysis of Characteristics and Attributes Needed for Career Success in Entry-Level Management Positions in the Retailing Industry.	46
6.	Department Store Rank Analysis.	48
7.	Chain Store Rank Analysis	50
8.	Discount Store Rank Analysis.	52
9.	Women's Specialty Store Rank Analysis	54
10.	Men's Specialty Store Rank Analysis	56
11.	Shoe Store Rank Analysis.	58
12.	Exclusive Store Rank Analysis	60
13.	Health Store Rank Analysis.	62
14.	Identification of Education Needed for Career Success Needed in Entry-Level Management as Reported by the Industry.	64
15.	Identification of Experiences Needed for Career Success Needed in Entry-Level Management as Reported by the Industry.	64
16.	Department Store.	65
17.	Chain Store	66
18.	Discount Store.	67

List of Tables (continued)

Table		Page
19.	Women's Specialty	68
20.	Men's Specialty	69
21.	Shoe Store Specialty	70
22.	Exclusive Specialty	71
23.	Health Store Specialty	72
24.	Group Percentages - Education	73
25.	Group Percentages - Experience	74
26.	Summary of Top Management Interviews	113
27.	Average Entry-Level Turnover	114
28.	Average Three-Year Period	114
29.	Exclusive Specialty Store	116
30.	Men's Specialty Store	117
31.	Chain Store	118
32.	Department Store	119
33.	Discount Store	120
34.	Shoe Specialty Store	121
35.	Women's Specialty Store	122
36.	Health Store	122

CHAPTER I

INTRODUCTION

A. BACKGROUND INFORMATION

Retailing, one of the most labor intensive of industries, employs approximately one out of every sixteen persons working in this country today. As the demand for consumer goods and customer convenience has risen, so has employment in retail trade, advancing by 4 million workers between 1968 and 1978. Only service businesses and State and local governments have added a comparable number of workers over the same period. In 1978, the industry employed 15.6 million persons in a wide range of activities, such as, selling clothing, furniture, fuels, food, and automobiles. (Current Employment Statistics, 1978) About one-third of the Gross National Product passes through the retail trade sector. (Bureau of Economic Analysis, 1979)

Retail trade provides the major outlet for personal consumption items and is the major provider of new jobs for young people and women. More than three-fifths of the 2.2 million growth in the number of teenage workers between 1968-78 was in retail trade. During the same period, the industry also accounted for nearly one-third of the growth in the number of working young adults, age 20 to 24. Of the 11 million overall increase in women's employment, nearly one-fourth was in retail trade. (Cottman, 1980, p. 40).

TABLE 1

Total Employment and Retail Trade Employment,

by Age and Sex, 1968 and 1978

(Annual Averages in Thousands)

AGE AND SEX	1968		1978		1968 to 1978 change:		Change in retail trade employment as percent of change in total employment
	Total	Retail Trade	Total	Retail Trade	Total	Retail Trade	
Both sexes, 16 years and over	75,920	11,585	94,373	15,636	18,453	4,051	22.0
16 - 19 years	5,780	1,841	7,981	3,221	2,201	1,380	62.7
20 - 24 years	8,762	1,287	13,498	2,772	4,736	1,485	31.4
25 years and over	61,379	8,457	72,894	9,643	11,515	1,186	10.3
Men, 16 years and over	48,114	6,409	55,491	7,772	7,377	1,363	18.5
Women, 16 years and over	27,807	5,176	38,881	7,865	11,074	2,689	24.3

United States Department of Labor

Bureau of Labor Statistics, 1978

The retailing industry without a doubt has experienced tremendous growth in the past decade. This growth has necessitated a greater demand for personnel. All of the employment growth in the industry was among wage and salary earners, their numbers increasing by nearly 40 percent during the decade (1968-78), from 9.9 million to 13.9 million; however, about half of that growth was among part-time workers. By 1978, 35 percent of those employed in retail trade worked less than 35 hours per week. Further, a reduction in the average workweek of full-time employees was only partially offset by increases for part-time workers. (Current Population Survey, 1978)

About 65 percent of retail trade employees were in relatively low-skilled, low-paying occupations; such as service, sales, unskilled labor, and clerical work. In these occupations there is no shortage of labor; however, frequent turnover is a characteristic feature of employment in the retail trade. The industry relies heavily on intermittent, short-term workers. (CPS Supplement, March, 1978)

The remaining 35 percent of retail trade employees who are employed on a full-time basis are classified as Professional and Technical, and as Managers and Administrators. It is within this group that large and small retailers alike are lamenting the turnover that has been taking place in the industry.

Felix M. Lopez, author of The Making of A Manager, states that it has been estimated that only 2 out of 10 college recruits have the ability to become successful managers, that one out of 150 has the potential for a high level decision-making post, and that one out of 1,000 has the potential to make it all the way to the top. Yet, young men and women with broad

interests, abilities, and ambitions to become managers are less likely to find their early assignments in a company challenging. They are the most likely to leave. Nearly 50% of college recruits, whose average recruitment costs amount to over $3,000 per year, per man, leave their first employer the first year. (Lopez, 1970, p. 10)

A few years ago, Sears, Roebuck & Company thoroughly overhauled its campus recruiting program to attract and to hire more top college graduates. Like many U. S. Corporations, Sear's expansion plans required as many high-caliber managers as it could develop as soon as possible. The aim was to reduce by two or three years the ten to twelve years apprenticeship store managers have served in the past. V. Jon Bentz, chief psychologist for Sears stated that in our assessment program we are trying to identify the top 10 percent and then push them as far and as fast as they can go. Yet, in spite of the overall success of the new program in its early stages, Sears still is losing some of the best of the top 10 percent. Why? Sears doesn't know. But it is determined to find out and to correct the problem even if they have to adjust to them. (Bentz, 1967)

The world's supply of capable managers is shockingly low. Even in the richest nations, there are barely enough. Harvard Professor James Q. Wilson, as he was quoted in the 1968 United States Civil Service Commission annual report, sums the situation up most succinctly:

> Talent is scarcer than money. Some things literally cannot be done - or cannot be done well - because there is no one available to do them who knows how.

The supply of able, experienced executives is not increasing nearly as fast as the number of problems being addressed by public policy. This scarcity is what has been termed as the "managerial gap".

B. PURPOSE OF THE STUDY

Retailing has grown tremendously, but the development of the human resources to abet its growth has not kept the same pace. Designs need to be implemented to improve the education, the skills and motivation of entry-level management personnel. The entry-level position is the first step to success in retailing and has the highest turnover percentage in the industry. (Table 2)

Personnel turnover is a costly expenditure for the retailing industry and retention of capable managers a constant goal. This study is designed to analyze the characteristics of successful entry-level management personnel and to form an identification of potential successful managerial candidates through these characteristics and attributes, thereby reducing the problem of costly turnover. In retailing, people are the most expensive resource and they depreciate the fastest.

A newspaper advertisement by a large Wall Street firm assured its readers not long ago that its analysts view a company's management as the dominant element in the evaluation of the growth potential of the company's stock. The advertisement also noted that "unfortunately, sizing up management is one of the most complex tasks the analysts and investors have to face".

There is considerable literature on management and the principles or retail organization. The idea of a managerial crisis is certainly not new; however, little, if any, research has been done on the selection and growth of entry-level managers. Success in breeding middle and top management personnel depends on the recruitment, development and succession planning of entry-level managers. Organizations are not spending large sums of

TABLE 2

TURNOVER COSTS
By
DEPARTMENT STORE COMPANY
Buyers and Department Managers

	Average Salary		Number of Terminations		Turnover Cost		
	Buyers	Dept. Mgrs.	Buyers	Dept. Mgrs.	Buyers	Dept. Mgrs.	TOTAL
Los Angeles			23	136	299,000	850,000	$1,149,000
Washington			14	78	171,500	487,500	659,000
St. Louis			23	72	284,050	450,00	734,050
Pittsburgh	19,900	12,500	23	41	228,350	256,250	485,100
Cleveland			41	60	395,650	375,000	770,650
Oregon			19	35	179,075	218,750	397,825
Hartford			17	26	163,200	162,500	325,700
Akron			22	22	214,500	137,500	352,000
Denver			19	36	179,500	225,000	404,550
Youngstown			17	11	127,500	63,750	196,250
Jacksonville			4	10	38,800	62,500	101,300
Venture			13	274	175,500	1,712,500	1,888,000
MMC			19	N/A	196,650	N/A	196,650
TOTALS	$21,000*	$12,500*	254	801	$2,653,825	$5,006,250	$7,660,075

*Company Average Salary

money for each man or woman who may or may not have the potential to learn what they are being taught--that is, skills that may or may not be effective for use in positions about which the teachers know very little. Despite this observation, relatively little formal attention has been directed to the heart of the problem, the selection of entry-level managers.

Managerial skills and characteristics are much more abstract than those required by a craftsman or production worker, and unfortunately, managerial talent appears to be one of the most limited resources. This shortage might be due to inadequate development in post-secondary schools or colleges, or in "on-the-job" training by the retail stores. In-depth examination of the skill requirements can lead to a reassessment of what it takes to educate entry-level managers, and what characteristics are needed for success.

C. STATEMENT OF THE PROBLEM

The purpose of this study will be to identify the characteristics and attributes needed for career success in entry-level management positions in the retailing industry.

D. ADDITIONAL RESEARCH OBJECTIVES

1. To identify the educational level needed for success in an entry-level management position as specified by those within the industry.
2. To identify the desired retailing experience required by various types of retail firms as a factor in success of an entry-level manager.

3. to determine if there is a relationship between characteristics needed and type of retail store.
4. To identify the causes for entry-level turnover as reported by the retail industry.

E. DELIMITATIONS

This study is delimitated to the following:

1. The characteristics and attributes of entry-level managerial positions within the retailing industry.
2. The geographical area designated as the Pittsburgh Standard Metropolitan Statistical Area (SMSA) which includes Allegheny, Beaver, Washington, and Westmoreland Counties.
3. The regional and District Managers within the SMSA list of retailers.
4. The Store and/or Personnel Managers within each region or district.

F. DEFINITION OF TERMS

Management:

Consists of the functions of planning, leading, organizing, controlling, delegating and communicating.

Entry-Level Management:

Each retail company has a unique organization structure. Therefore, the entry-level position title differs: i.e., Department Head, Staff Assistant, 3rd Manager, Assistant Manager, Management Trainee, etc.

To clarify the term, entry-level management shall be defined by the following criteria:

The first step in the company's management career path toward a middle management position.

Managerial Gap:

The scarcity of able, experience executives.

Retail Trade Industry:

Includes establishments engaged in selling merchandise for personal or household consumption, and for rendering incidental services. In general, retail establishments are classified by type of business, according to the principal lines of commodities solde (groceries, hardware, etc.) or the usual trade designation (drugstore, cigar store, etc.) (U. S. Bureau of Census, 1970)

Standard Metropolitan Statistical Area (SMSA)

A geographical area which includes Allegheny, Beaver, Washington, and Westmoreland Counties, known as the Metropolitan Pittsburgh Area. This area is considered as one of the top five cities to employ retail trade workers. The U. S. Department of Labor Bureau of Labor Statistics, 1970, lists for the SMSA retail stores with 143, 059 paid employees.

Allegheny County accounts for 100,330; Beaver County for 10,611; Washington County for 11,608; and Westmoreland County for 20,510. (Table 3)

Turnover:

Is the number of employees in entry-level management positions leaving the company during a one (1) year period.

Type of Retail Firm:

(1) Chain is a group of 12 or more centrally owned stores, each handling somewhat similar goods and merchandise and controlled from a central headquarters office. The term chain store may be used to refer to one store in the chain store system, or it may be used to refer to the entire system.

(2) Department store is a store that employs 25 or more people and sells general lines of merchandise in each of three categories: home furnishings, household linens and dry goods, and apparel and accessories for the entire family. Usually consists of a main store located within the heart of the city, and branches located in the outlying suburbs.

(3) Discount store stresses large volume sales at below-normal prices by investing less in store decor and atmosphere and by eliminating certain customer services such as credit, delivery, or merchandise returns.

(4) Specialty store carries limited lines of goods with concentration on one particular product selection.

TABLE 3

LABOR FORCE CHARACTERISTICS OF THE POPULATION: 1970

INDUSTRY

INDUSTRY	TOTAL SMSA	Allegheny County	Beaver County	Washington County	Westmoreland County
Total employed, 16 yrs. and up..	870,902	591,606	74,864	73,285	131,147
Construction.....	45,811	31,703	3,047	4,314	6,747
Manufacturing.....	275,989	162,639	35,791	24,802	52,757
Durable goods.....	225,141	126,263	32,856	21,117	44,905
Transportation.....	36,417	25,161	3,634	2,564	5,058
Communications.....	25,461	17,675	1,600	2,166	4,120
Wholesale Trade.....	34,480	27,919	1,273	1,786	3,502
Retail Trade.....	143,059	100,330	10,611	11,608	20,510
Finance, insurance, and real estate.	39,320	31,816	1,772	2,120	3,612
Business and repair services.....	28,771	22,333	1,107	1,698	3,633
Personal Services.....	31,156	21,899	2,297	2,675	4,285
Health Services.....	53,879	38,982	3,755	4,545	6,597

Table 3 (continued)

Labor Force Characteristics of the Population: 1970

Industry

INDUSTRY	TOTAL SMSA	Allegheny County	Beaver County	Washington County	Westmoreland County
Educational Services.....	64,622	45,312	4,943	5,306	9,061
Other professional and related services.....	36,274	27,741	2,248	2,404	3,881
Public administration.....	35,317	28,316	1,637	2,123	3,241
Other industries.....	20,346	9,780	1,249	5,174	4,143

CHAPTER II

REVIEW OF THE LITERATURE

A. SEARCH ANALYSIS

A search of the literature, whether texts or journal articles, produced a void on entry-level management publications. Only data on top or middle-management has been published according to the University of Pittsburgh Social Sciences Information Utilization Laboratory. A computerized search conducted at the University of Pittsburgh and The Pennsylvania State University revealed the absence of material on entry-level management.

However, in reviewing texts and articles on middle and top management, a pattern developed that enabled the writer to formulate a generalized conception of the characteristics and attributes required for a successful career path from entry-level through middle to top-management. Executive skill requirements, although somewhat abstract, appear to exist in limited portions at entry-level management positions; grow through middle-management and mature in top management. A development chain exists and to discover the base, which is entry-level management, each link must be examined. Therefore, as the only published literature available is on executive skills, the writer will employ widely-quoted and respected executive skill requirements in formulating survey data used in studying the characteristics and skills needed for career success in entry-level management.

B. GENERAL BUSINESS INDUSTRY

One of the most well-thought out theories of executive skill requirements was developed over twenty years ago by Robert L. Katz. He suggested

that skills could be categorized in three general areas--technical, human relations and conceptual. He further suggests that more technical skills are required at lower levels, with human relation skills becoming most important in middle management and conceptual skills most critical in top management. (Katz, 1974, pp. 90-102)

Dr. Frank R. Hunsicker, Associate Professor of Management and Chairman of the Department of Management and Marketing at West Georgia College, Carrollton, Georgia believes that Katz's theory has endured because of its simplicity, but it is not helpful to management educators trying to analyze specific needs. Educators must start breaking the list into workable parts. (Hunsicker, 1978, p. 618)

Dr. Hunsicker conducted a research at the Air University of the U. S. Air Force at Maxwell Air Force Base, Alabama. Four professional development schools provided a source of successful managers at the three levels (entry, middle, and top). In an open-ended question, personnel in all four groups were asked to identify and briefly describe three major skills which they felt contributed to the success of a manager. Communication, human relations and managerial skills dominated the need list. He drew the following conclusions:

(1) Communication -- the groups clearly identified this skill as the technical ability to read, write, speak and listen. Communication skills were given the most weight by the lower-middle management. The data clearly supported the need for management development programs to include practical instruction of the basic communication skills of writing, speaking, and listening. These entry-level managers may well need personal evaluation and

encouragement to develop their communication skills, since they are not necessarily given this encouragement in college.

(2) Human Relations -- this includes the ability to "empathize", "understand people", or "consider subordinates". It reflects a concern for understanding and getting along with people in subordinate, lateral or superior positions.

The requirement for human relations' skill increases as an individual moves to middle-level management. This probably reflects a feeling of growing psychological and physical distance from subordinates which develops as organizations grow in size and levels of hierarchy.

(3) General Management -- the ability to analyze problems, make decisions and apply the principles and functions of management to organizations and problems. (Hunsicker, 1978)

Dr. Sigmund G. Ginsberg, Vice President of Adelphi University, Garden City, New York states:

> Now and in the foreseeable future, all organizations face the need for setting higher standards for choosing middle and top level managers and for evaluating their performance. The economic and competitive crunch facing all of us, places a premium on managerial skills. With so many products essentially similiar, be it industrial and business products or services, or even to some degree, university education, planning, resource allocation, marketing, controlling, organizing and other general managerial skills determine the organization that will succeed or at least survive. (Ginsberg, 1978)

He believes that to meet the challenge of today and the future a new evaluation format should be developed based on ten traits, skills or attributes that distinguish the very successful executive from those who do not quite reach that level of performance. He has identified these ten traits through structural formats of evaluation methods, including performance

appraisals and potential assessment centers, merit systems, psychological, intelligence and motivation tests, interviews, in-basket tests, managerial grid, transactional analysis, etc.

Basically the ten traits can be summarzied as the ten "I" or "I Test". Dr. Ginsberg has identified the following as "What to Look for in Executives".

1. Intelligence
2. Individual confidence and self knowledge
3. Intestinal fortitude
4. Integrity
5. Interpersonal Relations
6. Intensity
7. Imagination
8. Implementation
9. Identification
10. Influence-Inspire

(Ginsberg, 1978)

Dr. Pierre A. Rinfret, noted economist stated to a staff meeting of the executive recruitment firm Ward, Howell, and Associates, that as far as youth is concerned, American industry has a terrible credibility gap. He noted that when the time comes to pick a career, the bright young college graduate is scared off by what happened to those who precededhim into the business world. Too many retailers are simply afraid of mavericks. Why, he continued, does anyone have to conform if he has imagination and guts? (Rinfret, 1978)

Lyman Porter traced the organization patterns of managerial job attitudes for the American Foundation for Management Research and found that forcefulness, imagination, and independence are more typical of large-company managers than small-company managers; that line-managers feel they receive more autonomy, esteem, and self-realization than do staff managers. The major finding of Porter's study was that the demand for conformity comes from the small company rather than the large, from lower management rather than from top management. The individualist is much more likely to be found in a top management position in a large company than anywhere else. (Porter, 1964)

Zymund A. Pietrowski, in a study of 110 vice presidents and presidents, half of whom were successful and half failing, found that the former could be contrasted to the latter on the basis of their motivational characteristics. The successful top executive strives more intensively for personal achievement, sets more difficult work goals for himself, is a better gauger of his work, can work longer hours under pressure, can adapt emotionally to a variety of people, is more original, and has less insecurity and self-double, according to Dr. Pietrowski. (Pietrowski, 1964, pp. 18-28)

Edwin E. Ghiselli found in his study of 287 managers that the effective manager showed less need for job security and less desire for financial reward than did less effective managers. The desire for power over others was about the same in both groups. But the effective managers showed the strongest desire for self-actualization, for the opportunity to utilize their talents in creative ways.

In summary, the studies indicated quite clearly that the successful manager has a total life pattern of successful endeavor. He was good in

college; he had high socio-economic aspirations; and in his early years, extending back through school to the home situation, he was forceful, dominant, assertive, and confident. (Ghiselli, 1968, pp. 431-440)

In 1966, Felix M. Lopez conducted an AMA Research Study directed at relating the personality characteristics of managers to their decision-making behavior. In this study, the profiles of 726 management people, covering all levels from first-line supervisor to company president and including a variety of occupations and ages, were obtained. The results show that differences in performance on the decision-making exercise were definitely related to level and type of education and to size of company, but were clearly related to age and level in the organization. The younger manager in a higher-level position with at least a bachelor's degree, preferably in the administrative or the social sciences, who was employed by a large company and who presently held a position involving managerial or administrative responsibilities, achieved a more desirable decision-making profile. He showed good verbal skills and an affinity for social ambiguity and enjoyed situations involving power, status, and leadership. Older managers from smaller companies, with less education, whose training had been primarily in general business administration, tended to obtain less desirable decision-making profiles. From this study, it was concluded that the self-assertive manager with a high self-regard was a better decision-maker than the more conventional, cautious person. He produced more work, and he seemed to enjoy the stimulation of the exercise. (Lopez, 1966)

Continual research by Dr. Lopez drew him to the conclusion that organization performance can be reduced ultimately to individual men and to their motivations, conscious and unconscious. For decisions, obviously,

are made by organizations -- they have no reality outside of the minds of men. They are made by men, by individual personalities acting out of the roles assigned to them in accordance with the dynamics of their own need systems. (Lopez, 1970, p. 111)

Dr. Lopez contends that research, then, must ultimately boil down to studies of the work motivated adult manager. This, of course, creates difficulty because of the many uncontrollable variables that the research encounters. Studying executives is not like observing the behavior of albino rats in a maze. Efforts to date have been conducted within such large companies as Humble Oil, Sears, IBM, General Electric, and the Bell System. Most of these studies have been undertaken by comparing the background data and test performance of managers with selected criteria over a period of time. The conclusions of these studies can be summarized in the following categories; biographical data, intellectual measures, motivational measures, and measure of the decision-making process.

(1) Biographical information. Personal history data have generally been associated with managerial effectiveness. They are fair predictors for entry-level managers but somewhat less useful for higher-level managers. The most notable success has been achieved by the Humble Oil Company. On the other hand, Sears researchers have not had very much success with this instrument as a measure of managerial potential.

(2) Intellectual system. Many studies have shown that intelligence, typically measured by verbal ability tests, is a fair predictor of entry-level managerial performance, but not of higher-level managerial

performance. But studies using more intensive measure of mental ability, particularly when they attempt to get at fluid rather than crystallized intelligence, uniformly showed intelligence at a fairly high level to be important. The Sears studies, for example, concluded that the effective executive is characterized by an orderly, structured intellect of considerable power.

(3) The motivational system. This subjective consideration constitutes the "What's in it for me?" factor that cannot be treated too lightly. An organization decision of whatever magnitude or complexity becomes completely transformed by the motivational system of the decision maker. (Lopex, 1970, Chapter 6)

C. RETAIL INDUSTRY

V. Jon Bentz, chief psychologist at Sears, Roebuck & Company has conducted a most thorough, systematic and objective research to measure executive effectiveness. Concern for the measurement of executive behavior has a relatively long history in Sears, going back tc 1942.

Through a battery of well-researched psychological tests over a dozen years or more, Sears developed an executive battery that predicted management success at Sears. The effective executive was shown to be an energetically active man with aggressive sociability. He is further characterized by an orderly, structured intellect of considerable power, strong administrative leadership skills, considerable emotional strength, and a highly competitive orientation. These factors are supported and given direction by a strong competitive drive and a practical, business-centered turn of mind.

Sears believes to assess a managerial candidate adequately, four major clusters of instruments are required: (1) a battery of traditional instruments to measure the personal characteristics, (2) an in-basket exercise to measure administrative and decision-making skills, (3) a group situational exercise to measure social skills and leadership in small-group situations, and (4) performance-evaluation procedures to measure a person's impact on his superiors. (Bentz, 1967, Chapter 7)

The Korn/Ferry International is a firm specializing in executive research. Since they are frequently asked to find the "exceptional executive" for their clients, they document the backgrounds and characteristics of this group of persons to find out whether or not a commonality exists between the backgrounds, philosophies and experiences of executives.

The survey results which follow were comprised from survey responses of 1,708 executives of whom 103 were from the largest retailing organizations. This study was conducted by Korn/Ferry International and the management field-study program of the Graduate School of Management at UCLA in 1979.

The research revealed the following:

(1) The average executive had been employed by his current company for nineteen years. While 14.5% of the Non-Retail had been with their company five years or less, the 22% of the Retail respondents had been with their company for that length of time.

(2) The Non-Retail respondents and Retail respondents average working for three companies during their careers. Retail had the following breakdowns: 23% worked for only one company, 8% worked for more than five companies. This compares to the Non-Retail averages of 26% and 5% respectively.

(3) The factors which were the most influential in the decision to change companies were increased responsibility, increased challenge, and better compensation packages.

(4) Relocation during their business careers was an average of three for both groups.

(5) Both groups strongly agreed that chances for advancement are greater for the executive who remains with one company for his entire career, and that the theory of career advancement of "it's who you know, not what you know" is not valid.

(6) The traits believed to enhance an executive's chances for success were:

	NON-RETAIL	RETAIL
Concern for results	74%	75%
Integrity	66%	56%
Desire for Responsibility	58%	56%
Concern for People	49%	56%
Creativity	45%	46%
Ambition	38%	45%
Aggressiveness	36%	39%
Exceptional intelligence	20%	20%

Retail respondents believe "concern for people" and "ambition" are more important and "integrity" less important in enhancing an executive's chance for success than does the average Non-Retail respondent.

(7) The average work week for the Non-Retail consists of fifty-three hours, and for Retail consists of fifty-five hours.

(8) A profile of the executives sampled showed a marked degree of similarity in personal background and education:

(a) 83% had a college degree (52% with a BA)

(b) 68% were employed during their undergraduate education to provide for expenses.

(c) 40% spent the major portion of their childhood in an urban locality; 33% in a suburban locality.

(d) 36% were the first child, living with both parents whose occupations varied widely.

(e) 98% were male with a white, protestant ethnic origin.

(f) 95% were married with the average age being fifty-two.

(9) Compensation - base salary plus bonus

The non-retail average is $116,000, the Retail average is $125,000, the highest of all industries. Overall, the Retail executive is the highest paid, and he readily admits that a better compensation package is important to him. He also seems to be very satisfied with his present position and is in no rush to retire. (Personnel News and Views, Fall, 1979, pp. 13 - 25)

As the retailing industry is built upon sales volume, and an entry-level position requires selling skills, consideration should be given to prior studies conducted on sales success and its relationship to potential

management success. The retailing industry lives with the axiom that 80% of what is sold is sold by 20% of the sales personnel, and most industries live with a 50% to 67% -- often higher -- annual turnover.

Jeanne Greenberg, Executive Vice President, and Herbert Greenberg, President, Marketing Survey and Research Corporation, Princeton, New Jersey, undertook a study to investigate first the validity of the very criteria by which most hiring decisions are made, and, second, to explore alternative criteria to determine whether there is, indeed, a better way. The study was designed to test the hypothesis that if people possess the right balance of personality dynamics and are matched to the appropriate job requiring just those dynamics, success can accurately be predicted. They tested five key criteria typically used by the industry in this study, and certain personality qualities.

Questionnaires were sent to 17,000 individuals from 12 sales-oriented companies. After completing their analysis of these 17,000 individuals, they selected an additional 17,000 again at random, from the 12 industries to assure themselves that they were dealing with a representative sample of each industry's personnel. The data was reported in quartile form so that each individual could be evaluated in terms of his/her relative performance in the company.

Key criteria selected: age, sex, race, experience, and education.

Results were as follows:

1. No difference in personality dynamics between the older and the younger groups and that this lack of difference in personality attributes translated to a total lack of difference in on-job

performance. The myth that younger people would have more drive, more energy, would be more open, or have more growth potential simple does not hold up under the scrutiny of this study.

2. It was clear from the results of this study that sex has little or no effect on thos personality qualities that are basic to success in sales and management, there being no significant difference between men and women in any of the personality dynamics measured.
3. Race has little or no bearing on the relative possession of sales and management dynamics.
4. Technical knowledge rather than formal degrees is more important for success in selling. Their results in terms of personality dynamics and confirmed in performance figures throughout the industry, clearly showed that people with less formal education can benefit from in-house training, and can do the job as effectively and as readily as those with formal degrees.
5. The only two personality dynamics in which the college group demonstrated significantly higher levels were in the areas of empathy and ability to make decisions. Even in these instances, however, the differences were small enough and the number of individuals capable of doing brilliant work with no college degree great enough, that the requirement for college diplomas was minimal and can, in fact, even be counterproductive.
6. The inexperienced applicant, given the training and supervision, is as likely to be successful as one with experience.

7. A successful salesman must possess two basic personality qualities -- empathy (ability to sense accurately the reactions of another person), and ego drive (inner need to persuade another individual as a means of gaining personal gratification).
8. The degree of ego strength of self-acceptance is a key determinant of job success in both sales and management.
9. The lack of discretion or creativity, and the ability to make decisions can deter growth in retailing.
10. The ability to delegate is intrinsic to good management dynamics.
11. An individual possessing growth-potential combines intelligence with the openness and flexibility to seek and acquire new ideas and integrate and utilize them. In many cases, people with well above average intelligence lack the capacity to grow because they use their intelligence to rigidly defend and justify their preconception rather than to genuinely seek or accept new approaches. On the other hand, individuals with only average intelligence may have good growth potential because of their openness, flexibility and empathy that permit them to make full use of the intelligence they do have.
12. Leadership ability is the key management attribute.

The results for all 12 industries studied in this research showed that 27% of male present personnel and 31% of females were recommendable for sales and a number of these -- about one-third -- were filling management, not sales positions. Less than 20% of the individuals in sales positions were recommendable for those positions. Similarly, just under one-third of the present personnel groups were recommendable in some form of management position. Where the recommendation and the actual job held matched, almost

exactly 20% again proved to be the figure. In most cases, an individual recommended as a salesperson was not also recommended as a manager. Only about one-third of the recommendable salespeople were recommendable as managers as well. Mr. Greenberg states that this finding further casts doubt on the usual management procedure of automatically rewarding top producing people by promoting them to management. Broadly speaking, about one in four applicants has the ability to be effective in sales and approximately the same percentage of the applicants possess management ability. Agains, sales and management potential are often not possessed by the same person. (Greenberg, Personnel Journal, December, 1976, pp. 621-626)

CHAPTER III

METHODS AND PROCEDURES

A. GENERAL RESEARCH DESIGN

This study concerns the identification of the required characteristics and attributes needed for successful entry-level management, and their relationship to store personnel turnover. To meet the objectives of this project, a two-phase research procedure was developed to collect data necessary for determining the retail industry's opinions and attitudes.

1. Causal Comparative Research

   a. Purpose: To investigate possible cause and effect relationships by observing some existing consequence and searching back through the data for plausible causal factors. This is in contrast to the experimental method which collects its data under controlled conditions in the present. (Van Dalen and Meyer, 1966, p. 101)

   b. Principal Characteristics: Causal-comparative research is "ex post facto" in nature, which means the data are collected after all the events of interest have occurred. The investigator then takes one or more effects (dependent variables) and examines the data by going back through time, seeking out causes, relationships, and their meanings. (Issac, 1979, p. 22)

   c. Steps:

      (1) Define the problem

      (2) Survey the literature

(3) State the hypotheses (Not applicable to this study)

(4) List the assumptions upon which the hypotheses and procedures will be based (Not applicable)

(5) Design the approach

(6) Validate the data-gathering techniques

(7) Describe, analyze, and interpret the findings in clear, precise terms

The Causal Comparative Research Procedure was used in Phase I of this study.

2. Descriptive-Survey Studies Research

a. Purpose: to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately. (Van Dalen and Meyer, 1966, p. 101)

b. Principal Characteristics: Descriptive research is used in the literal sense of describing situations or events. It is the accumulation of a data base that is solely descriptive. Survey studies narrows the term to include: collection of detailed factual information that describes existing phenomena; to identify problems or justify current conditions and practices; to make comparisons and evaluations; and to determine what others are doing with similar problems or situations and benefit from their experience in making future plans and decisions. (Issac, 1979, p. 18)

c. Steps:

(1) Define the objectives in clear, specific terms. What facts and characteristics are to be uncovered?

(2) Design the approach. How will the data be collected? How will the subjects be selected to insure they represent the population to be described? What instruments or observation techniques are available or will need to be developed? Will the data collection methods need to be field-tested and will data gatherers need to be trained?

(3) Collect the data.

(4) Report the results.

The Descriptive Survey Studies Research was used in Phase I and II of this study.

B. PHASE I - PRETESTING

1. Instrumentation

A questionnaire was designed to incorporate all the characteristics and attributes thought to be needed for successful entry-level management. The list of characteristics and their definitions were developed by the writer through review of the literature and personal contact with the area retailers. Questionnaires are widely used by educators to obtain facts about current conditions and practices and to make inquiries concerning attitudes and opinions for some studies or certain phases of them, presenting respondents with carefully selected and ordered questions is the only practical way to elicit the data required to confirm or disconfirm a hypothesis. (Van Dalen, 1966, p. 301)

As all methods of observation including Descriptive-Survey Studies and Causal Comparative Research are inferential varying in the degree of objectivity they possess, a scale should be constructed to quantify the

responses. Scales may be used to obtain interval data concerning attitudes, judgments, or perceptions about almost any subject or object. (Tuckman, 1972, p. 157) The type of attitude scale best suited to the project was the Likert Scale. A scale, essentially, is a measuring device allowing the assignment of symbols or numbers to individuals, or their behaviors, by rule. Such an assignment indicates the individual's possession of a corresponding amount of whatever the scale is claimed to measure. The Likert-type Scale contains a set of items, all of which are considered approximately equal in attitude or value loading. The subject responds with varying degrees of intensity on a scale ranging between extremes. (Isaac, 1979, p. 100) A likert scale is a five-point scale in which the interval between each point on the scale is assumed to be equal. (Tuckman, 1972, p. 158)

A questionnaire should be pre-tested and revised based on the results of the test. It is essential that the criticisms of qualified persons be secured before the final form of the questionnaire is prepared and mailed out . . . Questionnaires and related instruments for gathering data . . . need validation in terms of practical use, in addition to whatever theoretical and statistical precautions may have been taken in the initial preparation of the data gathering instruments. Experienced workers have learned that an individual is not likely to think of all the ways in which a group may respond, and that one cannot anticipate adequately the interpretations of others or the varying complexities of the situations that will arise. (Good and Scates, 1954, p. 622)

A pilot test can uncover a variety of failings. For example, if all respondents reply identically to any one item, that item probably lacks discriminability. If you receive a preponderance of inappropriate responses

to an item, examine it to see if it is ambiguous or poorly worded. Poor instructions and other administrative problems become apparent on a pilot test. In addition, areas of extreme sensitivity often become apparent. If respondents refuse to answer certain items, try to desensitize such items by rewording them. Thus, a pilot run enables the researcher to "debug" his questionnaire by diagnosing and correcting the above kinds of failings. (Tuckman, 1972, p. 199)

To strengthen the validity of the questionnaire use a jury of respondents who were part of the intended test population but were not part of the Phase II sample. The criteria established in "Pretesting a Questionnaire" by Borg was used.

PRETESTING A QUESTIONNAIRE*

1. Select a sample of individuals who are representative of the population toward which the questionnaire is eventually intended.
2. Provide space on the trial questionnaire for the respondents to make reactions and suggested changes.
3. Administer the pretest under conditions comparable to those anticipated in the final study.
4. Check the percent of responses as an estimate of what will occur in the final run; then, examine the returned trial questionnaires for trouble signs; items left blank or yielding no useful information, misinterpretations, and ambiguities. Check the comments for similar indications.
5. Analyze the results to assess the effectiveness of the trial questionnaire to yield the information desired.

6. Make appropriate additions, deletions, and modifications to the questionnaire. (For example, if answers to a particular question show sharp disagreements or raise further questions, additional clarifying questions may be necessary.)
7. Overall reaction of subjects to the questionnaires -- what they like, dislike, or want modified.

*(Borg, 1963, pp. 204-221)

A letter of transmittal was composed and mailed with the questionnaire to the jury of respondents. The criteria established in "Letter of Transmittal" by Borg was used.

LETTER OF TRANSMITTAL

1. Purpose: to elicit a maximum number of returned questionnaires.
2. General characteristics: a clear, brief, yet adequate statement of the purpose and value of the questionnaire.
3. Effectiveness:
    a. It must provide good reason for the subject to respond. It should involve him in a constructive and appealing way. His sense of professional responsibility, intellectual curiosity, and personal worth, are typical of response appeals.
    b. It should establish a reasonable, but firm, return date.
    c. An offer to send respondent a report of the findings is often effective, though it carries with it the ethical responsibility to honor such a pledge.
    d. If possible, use a letterhead and a signature that will lend prestige and official status to the letter of transmittal.

2. Population

The pilot questionnaire and letter of transmittal was mailed to the following:

Executive Vice President	Department
Director Executive Dev.	Department
Reg. Personnel Manager	Chain
Reg. Personnel Manager	Chain
Regional Manager	Discount
Regional Manager	Women's Specialty
District Manager	Women's Specialty
District Manager	Men's Specialty
District Manager	Men's Specialty
Regional Manager	Shoe Specialty
Personnel Manager	Exclusive Specialty
Director Executive Dev.	Health Specialty

3. Research Interview

To provide a means of checking and assuring the effectiveness of communication between the respondent and the interviewer, each member of the jury of respondents was personnally interviewed as to the validity of the proposed questionnaire.

The questionnaire listed twenty-eight characteristics and attributes (developed through research) thought to be needed for success in entry-level management positions in the retailing industry (Appendix B). Each characteristic was discussed by the respondent and the writer as to overall importance, clarity of definition, and possibility of retention or deletion from the proposed research questionnaire which was mailed to 130 selected retail stores.

The jury of respondents which included (2) two full-line department store vice presidents; (2) two full-line chain store regional personnel managers; (1) one full-line discount store regional personnel manager; (1) one full-line apparel specialty store personnel manager; (1) one full-line health food specialty store regional vice president; (2) two men's specialty store district managers; (2) two women's specialty store district managers; and (1) one shoe specialty store regional manager gave full commitment to validating the research questionnaire. Data gathered and results are shown in the appendices.

Three main purposes of the interview are: (1) an exploratory device to help identify variables and relations, to suggest hypotheses, and to guide other phases of the research; (2) a main instrument in research; and (3) a supplement to other methods as to follow up unexpected results, to validate other methods and to go deeper into the motivations of respondents and their reasons for responding as they do. (Kerlinger, 1965, p. 98)

The method used was semistructured due to the nature of the project. Semistructured interviews -- these are built around a core of structured questions from which the interviewer branches off to explore in depth. Again, accurate and complete information is desired with the additional opportunity to probe for underlying factors or relationships which are too complex or elusive to encompass in more straight-forward questions. Semistructured interviews require more training and skill both to probe at significant points and to avoid biasing tendencies. (Kerlinger, 1965, p. 99)

In preparing interviews, the researcher should be very cautious. He must constantly apply the criteria

(1) to what extent might a question influence the respondent to show himself in a good light.

(2) to what extent might a question influence a respondent to be unduly helpful by attempting to anticipate what the researcher wants to hear or find out?

(3) to what extent might a question be asking for information about a respondent that he is not certain, and perhaps not likely, to know about himself. (Tuckman, 1972, p 174)

The questions selected for the interview were open-ended items. Open-ended items advantages are they give the respondent a frame-of-reference with which to react, without placing any constraint on the reaction. They allow flexibility, depth, clarification, and problem. They enable the interviewer to assess respondent's degree of sophistication and knowledge, and encourage cooperation and establishment of rapport. They allow unexpected responses which may reveal significant information not anticipated by the research design. The disadvantages are they are more time-consuming, have interviewer skill required, more subject to biasing influences, and are more difficult to record responses accurately and sufficiently.

The writer is qualified to conduct an open-ended interview because of past training and experience. As an employee of a large chain, she preformed market research projects on a district and regional level, and as a teacher-coordinator directed students in developing creative marketing surveys for national competition.

The selection of the jury of respondents was based on the past business relationships with them and the writer. Each juror holds a top management position within a particular retailing firm, and deals directly with the organization's executive development. Also, each has been in their position for over two years.

In addition to the jury of respondents critique of the questionnaire, interview questions were directed to meet the study's objectives:

Main Objective - The purpose of this study will be to identify the characteristics and attributes needed for career success in entry-level management positions in the retailing industry.

Additional Research Objectives - (1) To identify the educational level needed for success in an entry-level management position as specified by those within the industry; and (2) To identify the desired retailing experience required by various types of retail firms as a factor in success of an entry-level manager.

The main and the additional research objectives (1) and (2) should be reached through the initial pre-testing of the questionnaire and the validated questionnaire sent to the individual store and/or personnel managers in the field.

Additional Research Objectives - (3) To determine if there is a relationship between characteristics needed and type of retail store; and (4) To identify the causes for entry-level turnover as reported by the retail industry.

The research objectives (3) and (4) need support material and in-depth explanation before a conclusion can be drawn. Therefore, the following interview questions were used to determine if there exists a relationship

between characteristics needed and type of retail store, and if the type of retail store is a factor in the percentage of entry-level turnover. If this factor does exist, further analysis should be given to the results gathered.

INTERVIEW QUESTIONS

1. During the last 3-year period, what has been the percentage of entry-level management turnover?
2. Why do you think the personnel turnover of entry-level management is at this percent?
3. What has the company done to stabilize or decrease this percentage? Has it been successful? Why?
4. What is the main reason for leaving the company?
5. What is your method or procedure for selection of entry-level management personnel?
6. What is the average time spent in an entry-level management position before promotion?
7. What is the average training time needed in entry-level management?
8. After the first promotion, what is the turnover percentage?
9. Are there other responses that I should have sought that would contribute to this study?

C. PHASE II

1. Implementation

Upon completion of the twelve (12) research interviews with top executives of department, chain, discount and specialty stores, revisions were made to the pre-testing questionnaire. Using the

Descriptive Survey Studies procedure, the validated questionnaire with an accompanying letter of transmittal was mailed to the selected population.

(Appendix)

Date mailed: July 1, 1981 to be returned by August 1, 1981.

2. Population

The standard Metropolitan Statistical Area (SMSA which includes Allegheny, Beaver, Washington, and Westmoreland Counties) served as the geographical region surveyed.

The sample distribution survey consisted of the following groups:

1.	Department stores	Personnel and Store Managers	20
2.	Chain Stores	Personnel and Store Managers	20
3.	Discount Stores	Personnel and Store Managers	15
4.	Women's Specialty	Store Managers	20
5.	Men's Specialty	Store Managers	20
6.	Shoe Specialty Stores	Store Managers	15
	Exclusive Specialty Store	Store Manager, Group Managers	5
	Health Food Specialty	Store Managers	15
		TOTAL----------	130

3. RESEARCH PROCEDURES FOR EVALUATING DATA:

When questionaires were returned,each characteristic was computed separately be rank number as determined by the average level of importance.

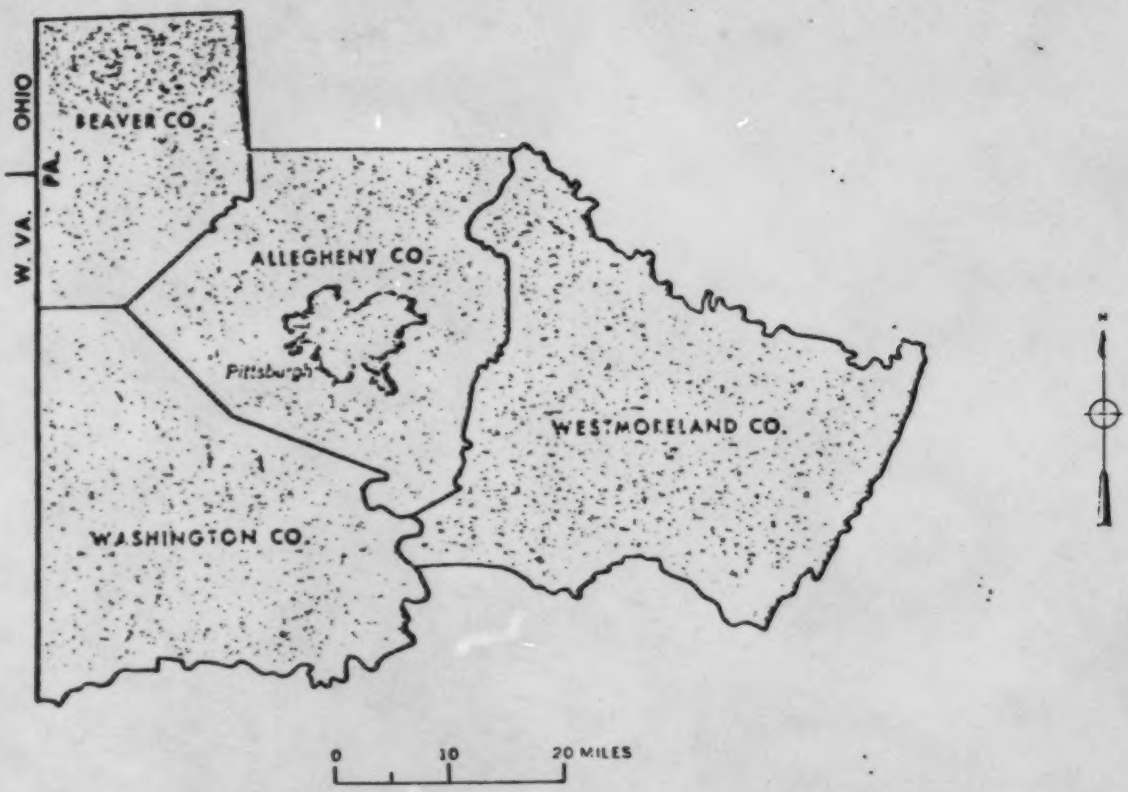
Average level of importance equals the number of level importance responses (R) multiplied by the level of importance value (V), and then divided by the number of total responses (TR).

FIGURE 1

PITTSBURGH

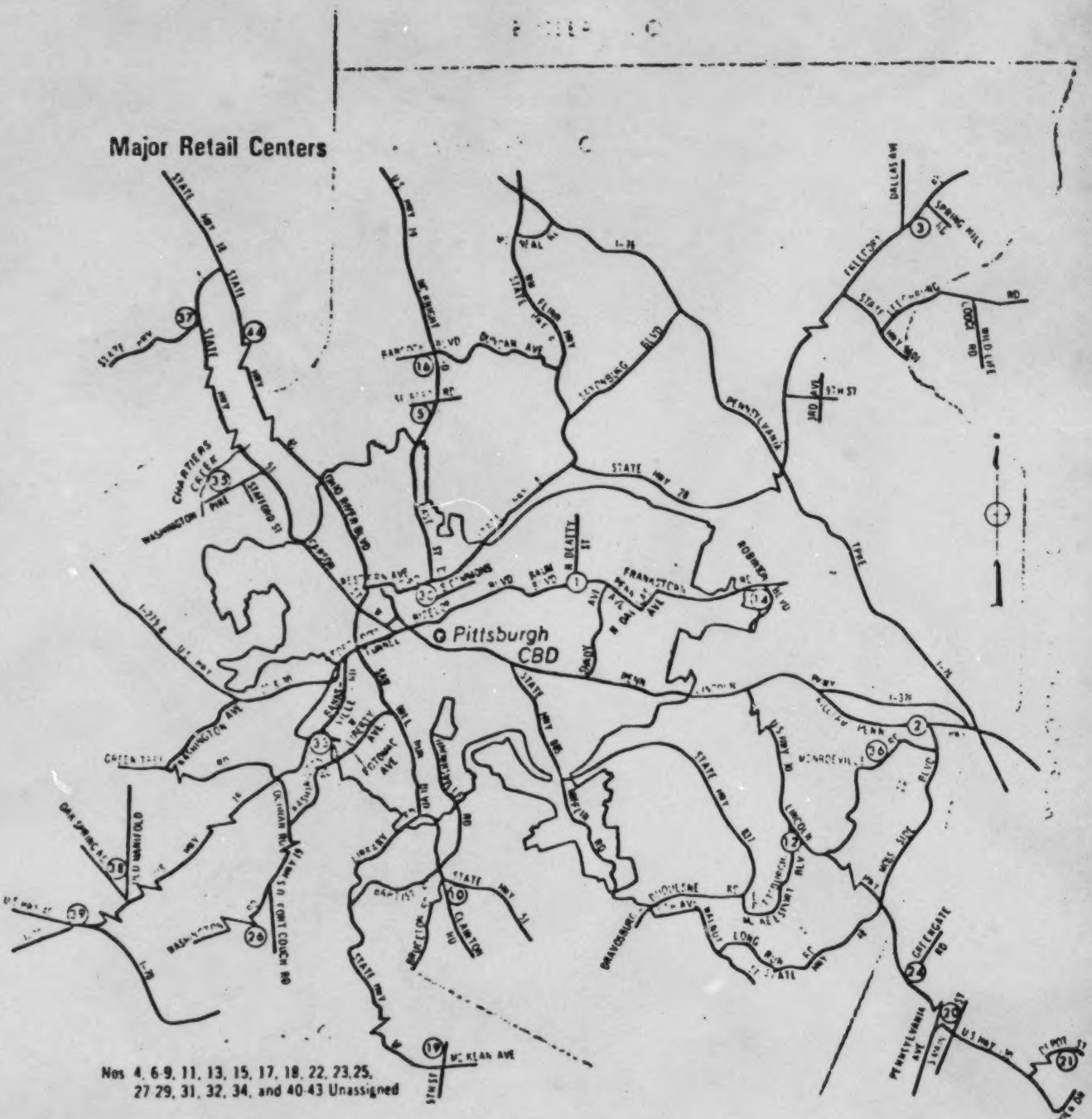
40

Standard Metropolitan Statistical Area



PITTSBURGH

41


Major Retail Centers
Pittsburgh CBD
Nos 4, 6-9, 11, 13, 15, 17, 18, 22, 23,25, 27 29, 31, 32, 34, and 40-43 Unassigned
Central Business District
Major Retail Centers (boundary descriptions are in appendix E)
Central City
0 2 4 6 MILES

U.S. DEPARTMENT OF COMMERCE BUREAU OF THE CENSUS

Secondly, the questions was divided into eight groups as to store type:

(1) Department

(2) Chain

(3) Discount

(4) Women's Specialty

(5) Men's Specialty

(6) Shoe Specialty

(7) Exclusive Specialty

(8) Health Food Specialty

Each group was computed as to rank, number, and percentage of importance given to each characteristic to determine if there is a relationship between characteristics needed and type of retail store.

Additionally, examination was given to the percentage of entry-level turnover per store (data gathered through personal interviews) and characteristics identified as "highly important by that store".

4. PERCENTAGE OF QUESTIONNAIRES RETURNED

The cut off date for the final return of the questionnaires was August 1, 1981. A follow-up telephone call was made during the week of July 26, 1981 to encourage return of the questionnaire, if not

already received. Table 6 reports the percentage of return for each of the groups studied.

One hundred and thirty (130) questionnaires were mailed within the Standard Metropolitan Statistical Area (Table 4). Ninety-seven (97) responses were returned. The population for this study was based on the returns which constituted a 74.6 percent of the retailers contacted.

TABLE 4

PERCENTAGE OF QUESTIONNAIRES RETURNED BY GROUPS STUDIED

	Mailed	Returned	Percent
Department Stores	20	14	70%
Chain Stores	20	16	80%
Discount Stores	15	10	67%
Women's Specialty	20	15	75%
Men's Specialty	20	17	85%
Shoe Specialty	15	12	80%
Exclusive Specialty	5	5	100%
Health Specialty	15	8	53%
TOTALS	130	97	(Ave) 74.6%

CHAPTER IV

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

A. THE PROBLEM

The purpose of this study is to identify the characteristics and attributes needed for career success in entry-level management positions in the retailing industry. It also will assess if the level of education and years of retailing experience contributed to career success in entry-level positions.

The second dimension of this study will attempt to determine whether there is a relationship between characteristics needed and type of retail store.

A third dimension of the study will identify the causes for entry-level turnover as reported by the retail industry and separate the turnover percentage as per type of retail store.

B. QUESTIONNAIRE DATA PRESENTATION

The pre-tested questionnaire which was validated by a jury of respondents (Appendix D) was mailed to 130 selected retail stores in the SMSA. The return of 97 questionnaires constituted a 74.6 percent response.

The return responses were as follows: department stores - 14; chain stores - 16; discount stores - 10; women's specialty - 15; men's specialty - 17; shoe specialty - 12; exclusive specialty - 5; health specialty - 8.

The entry-level management characteristics were listed in alphabetical order and were to be judged on their importance for entry-level management success. Each retailer was asked to place a value on each ranking the level of importance. (Appendix F)

TABLE 5

RANK ANALYSIS OF CHARACTERISTICS AND ATTRIBUTES NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT POSITIONS IN THE RETAILING INDUSTRY.

(N - 97, total responses)

Characteristics	Rank	Average Level Of Importance
Attitude	1	.10
Enthusiasm	2	.30
Leadership	3	.32
Oral Communication	4	.37
Initiative	5	.37
Integrity	6	.38
Result Oriented	7	.43
Organization	8	.44
Drive	9	.49
Listening Communication	10	.56
Stress Management	11	.56
Delegation	12	.66
Flexibility	13	.67
Self Confidence	14	.67
Decision Making	15	.68
Stability	16	.69
Planning	17	.72
Intensity	18	.77
Assertiveness	19	.79
Appearance	20	.86

TABLE 5 (continued)

Characteristics	Rank	Average Level of Importance
Social Adaptability	21	.88
Empathy	22	.92
Written Communication	23	.98
Intellectual Competence	24	1.00
Creativity	25	1.12

1. Rank Analysis Summary

Attitude was the top ranking characteristic among the 97 total responses with an average level of importance of (.10). The second characteristic, enthusiasm, had an average level of importance of .30, which showed a minus .20 difference. Those surveyed regardless of type of retailer made a strong statement that attitude is the most desired characteristic by the industry for career success in an entry-level management position.

Communication characteristics varied considerably when divided into separate categories. Oral communication ranked 4th (.37) in average level of importance, with listening 10th (.56) and written communication ranking 23rd (.98).

Although all retailers are measured by sales volume, the characteristic of result-oriented ranked 7th (.43) and assertiveness 19th (.79).

Intellectual competence and creativity although considered needed characteristics ranked last in the overall rating.

TABLE 6

GROUP RANK ANALYSIS OF CHARACTERISTICS AND ATTRIBUTES NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT POSITIONS IN THE RETAILING INDUSTRY.

DEPARTMENT STORE (N - 14)

Characteristics	Rank	Average Level Of Importance
Attitude	1	0
Result Oriented	2	.14
Oral Communication	3	.21
Flexibility	4	.29
Enthusiasm	4	.29
Initiative	4	.29
Assertiveness	5	.43
Drive	5	.43
Leadership	6	.43
Intensity	7	.64
Creativity	8	.71
Stress Management	9	.73
Integrity	10	.79
Self Confidence	11	.86
Intellectual Competence	11	.86
Decision Making	11	.86
Decision Making	11	.86
Stability	12	.93
Organization	13	.93
Listening	14	1.00

TABLE 6 (continued)

Characteristics	Rank	Average Level Of Importance
Delegation	14	1.00
Planning	15	1.00
Social Adaptability	16	1.36
Written Communication	17	1.43
Appearance	18	1.50
Empathy	19	1.60

Department Store Summary

The data recorded that attitude receive 100% of the 14 responses as very important. No other characteristic ranked as high. Only the department, men's specialty, and health stores considered the characteristic result-oriented as top ranking. Assertiveness (.43), intellectual competence (.86), and creativity (.71) ranked much higher with the department stores than with the other retailers.

Furthermore, integrity (.79), organization (.93), delegation (1.0), planning (1.0), social adaptability (1.36) and specifically empathy (1.6) were exceptionally low among the characteristics needed for success in an entry-level position in the department store.

TABLE 7

GROUP RANK ANALYSIS OF CHARACTERISTICS AND ATTRIBUTES NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT POSITIONS IN THE RETAILING INDUSTRY.

CHAIN STORE (N = 16)

Characteristics	Rank	Average Level Of Importance
Delegation	1	.25
Attitude	2	.25
Decision Making	2	.25
Leadership	3	.31
Organization	4	.38
Planning	5	.44
Integrity	6	.44
Initiative	7	.50
Oral Communication	8	.50
Listening	9	.50
Result Oriented	9	.50
Enthusiasm	10	.56
Self Confidence	11	.63
Intellectual Competence	12	.69
Written Communication	13	.75
Stability	13	.75
Stress Management	14	.75
Flexibility	15	.81
Appearance	16	.88

TABLE 7 (continued)

Characteristics	Rank	Average Level Of Importance
Empathy	17	.88
Drive	18	.94
Social Adaptability	19	1.00
Creativity	19	1.00
Intensity	20	1.06
Assertiveness	21	1.19

Chain Store Summary

Delegation (.25) outranked attitude (.25) and decision making (.25) by one response as the most important characteristic needed for career success in entry-level management as reported for the chain store. Of all the retailers questioned, the chain store and the women's specialty store considered assertiveness as the least important characteristic. Intensity (1.06) and drive (.94) also ranked lower than the average of all the retailers questioned.

Written communication (.75) and planning (.44) were given higher average levels of importance by the chain store retailers.

TABLE 8

GROUP RANK ANALYSIS OF CHARACTERISTICS AND ATTRIBUTES NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT POSITIONS IN THE RETAILING INDUSTRY.

DISCOUNT STORE (N = 10)

Characteristics	Rank	Average Level Of Importance
Oral Communication	1	.10
Attitude	2	.20
Enthusiasm	2	.20
Listening	3	.30
Integrity	3	.30
Decision Making	4	.40
Leadership	5	.50
Organization	5	.50
Result Oriented	5	.50
Stability	5	.50
Delegation	6	.60
Stress Management	7	.60
Initiative	7	.60
Flexibility	7	.60
Self Confidence	8	.70
Intensity	9	.80
Drive	9	.80
Appearance	10	.80
Planning	10	.80

TABLE 8 (continued)

Characteristics	Rank	Average Level of Importance
Written Communication	11	.90
Empathy	11	.90
Creativity	12	.90
Social Adaptability	13	1.00
Assertiveness	14	1.00
Intellectual Competence	15	1.10

Discount Store Summary

Oral communication (.10) outranked attitude (.20) and enthusiasm (.20) as the most needed characteristic for success within a discount store. Listening (.30) and decision making (.40) was deemed more important, whereas, the characteristics of leadership, initative and drive received lower rankings by the discounters than by the total group rank analysis.

TABLE 9

GROUP RANK ANALYSIS OF CHARACTERISTICS AND ATTRIBUTES NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT POSITIONS IN THE RETAILING INDUSTRY.

WOMEN'S SPECIALTY (N - 15)

Characteristics	Rank	Average Level Of Importance
Attitude	1	.07
Organization	1	.07
Listening	2	.27
Drive	2	.27
Flexibility	2	.27
Leadership	2	.27
Enthusiasm	3	.33
Planning	4	.40
Initiative	5	.47
Integrity	6	.53
Social Adaptability	6	.53
Decision Making	8	.60
Intensity	8	.60
Empathy	9	.67
Delegation	10	.67
Result Oriented	11	.73
Self Confidence	12	.80
Stability	13	.87
Appearance	14	.93

TABLE 9 (continued)

Characteristics	Rank	Average Level of Importance
Written Communication	15	1.00
Intellectual Competence	16	1.13
Assertiveness	17	1.20
Creativity	18	1.47

Women's Special Store Summary

The Women's Specialty Store survey showed organization (.07) and attitude (.07) were both ranked as the number one characteristic needed; assertiveness (1.20) and creativity (1.47) as the least needed. Listening (.27) far exceeded oral (.60) and written communication (1.0) in the average level of importance rankings.

Drive, leadership, flexibility, planning and social adaptability received exceptionally high rankings when compared to the other types of retailers questioned.

TABLE 10

GROUP RANK ANALYSIS OF CHARACTERISTICS AND ATTRIBUTES NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT POSITIONS IN THE RETAILING INDUSTRY.

MEN'S SPECIALTY STORE (N = 17)

Characteristics	Rank	Average Level of Importance
Attitude	1	.00
Enthusiasm	1	.00
Leadership	1	.00
Initiative	2	.12
Result Oriented	3	.18
Assertiveness	4	.23
Integrity	5	.24
Drive	6	.29
Stress Management	7	.35
Organization	8	.35
Self Confidence	8	.35
Oral Communication	9	.35
Stability	10	.47
Decision Making	11	.59
Social Adaptability	12	.65
Intensity	13	.71
Listening	14	.71
Empathy	15	.82
Flexibility	16	.82

TABLE 10 (continued)

Characteristics	Rank	Average Level Of Importance
Planning	17	.88
Appearance	18	.88
Delegation	19	1.00
Intellectual Competence	20	1.00
Creativity	20	1.00
Written Communication	21	1.24

Men's Specialty Store Summary

Attitude, enthusiasm and leadership ranked first with the men's specialty store management questioned. The characteristics initiative (.12) and result oriented (.18) ranked second and third.

Men's Specialty Store and Department Stores were the only groups that ranked assertiveness (.23) fourth. Also, they were the only groups that ranked delegation nineteenth.

TABLE 11

GROUP RANK ANALYSIS OF CHARACTERISTICS AND ATTRIBUTES NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT POSITIONS IN THE RETAILING INDUSTRY.

SHOE SPECIALTY STORE (N = 12)

Characteristics	Rank	Average Level Of Importance
Appearance	1	.08
Integrity	1	.08
Attitude	2	.17
Enthusiasm	2	.17
Organization	3	.25
Drive	4	.33
Initiative	5	.42
Flexibility	6	.50
Listening	6	.50
Stability	6	.50
Stress Management	6	.50
Oral Communication	7	.50
Planning	8	.67
Leadership	9	.67
Intensity	10	.75
Social Adaptability	10	.75
Self Confidence	11	.83
Empathy	11	.83
Delegation	12	.83

TABLE 11 (continued)

Characteristic	Rank	Average Level Of Importance
Assertiveness	13	.83
Result Oriented	14	.92
Written Communication	15	1.00
Intellectual Competence	16	1.08
Creativity	17	1.17
Decision Making	18	1.50

Shoe Specialty Store Summary

Appearance (.08) and integrity (.08) outranked attitude (.17) and enthusiasm as the most important characteristic needed for career success by the shoe store retailers surveyed. Communication skills ranked low as did leadership (.67) and decision making (1.5), whereas, organization (.25) and drive (.33) ranked high.

TABLE 12

GROUP RANK ANALYSIS OF CHARACTERISTICS AND ATTRIBUTES NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT POSITIONS IN THE RETAILING INDUSTRY.

EXCLUSIVE SPECIALTY (N = 5)

Characteristics	Rank	Average Level Of Importance
Appearance	1	.00
Attitude	1	.00
Oral Communication	1	.00
Listening	1	.00
Empathy	1	.00
Enthusiasm	1	.00
Flexibility	1	.00
Leadership	1	.00
Social Adaptability	1	.00
Written Communication	2	.20
Drive	2	.20
Initiative	2	.20
Intensity	2	.20
Self Confidence	2	.20
Stability	2	.20
Stress Management	2	.20
Integrity	3	.40
Result Oriented	3	.40
Delegation	4	.60

TABLE 12 (continued)

Characteristics	Rank	Average Level Of Importance
Organization	5	.80
Intellectual Competence	6	1.00
Assertiveness	6	1.00
Planning	6	1.00
Decision Making	6	1.00
Creativity	7	2.00

Exclusive Specialty Summary

The Exclusive Specialty Store management questioned ranked appearance, attitude, oral communication, listening, empathy, flexibility, leadership, and social adaptability as top characteristics needed. Creativity, decision making, planning, assertiveness, and intellectual competence were considered least in the average level of importance ranking.

This group were the only retailers questioned that ranked written communication (.20), intensity (.20), and stability (.20) in high rankings.

TABLE 13

GROUP RANK ANALYSIS OF CHARACTERISTICS AND ATTRIBUTES NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT POSITIONS IN THE RETAILING INDUSTRY.

HEALTH STORE (N = 8)

Characteristics	Rank	Average Level Of Importance
Attitude	1	.00
Delegation	1	.00
Result Oriented	1	.00
Integrity	2	.13
Drive	3	.38
Oral Communication	3	.38
Initiative	3	.38
Decision Making	4	.50
Leadership	4	.50
Stress Management	4	.50
Organization	5	.63
Flexibility	6	.63
Written Communication	6	.63
Assertiveness	6	.63
Listening	7	.88
Self Confidence	8	.88
Enthusiasm	8	.88
Stability	9	1.13
Intensity	10	1.25

TABLE 13 (continued)

Characteristics	Rank	Average Level Of Importance
Empathy	10	1.25
Planning	11	1.25
Appearance	11	1.25
Creativity	12	1.38
Intellectual Competence	12	1.38
Social Adaptability	13	1.50

Health Store Summary

Attitude, delegation and result-oriented were given #1 ranking by the Health Store management included in the population selected. They considered empathy (1.25), appearance (1.25), and social adaptability (1.50) lower in ranking than other types of retailers, with the exception of the Department Store.

2. Education and Experience

Education and experience needed for success in entry-level management positions in the retailing industry were tallied and ranked by the average level of importance. The data was analyzed separately because it required not only importance level to success, but was also subdivided on the questionnaire as to type and length of education, plus the yearly length of experience. The amount considered necessary is given in percentages as total responses to each classification as divided by the total responses.

TABLE 14

IDENTIFICATION OF EDUCATION NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT AS REPORTED BY THE INDUSTRY.

	Number	Percent
EDUCATION - Importance to entry-level position (amount considered necessary)		
4 year degree Marketing or related	50	51.5%
2 year degree Marketing or related	31	32.0%
1 year certificate Business School	12	12.4%
None	4	4.1%

TABLE 15

IDENTIFICATION OF EXPERIENCE NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT AS REPORTED BY THE INDUSTRY.

	Number	Percent
EXPERIENCE - Importance to entry-level position (amount considered necessary)		
5 years retailing	1	1.0%
2 years retailing	41	42.3%
1 year retailing	48	49.5%
None	7	7.2%

TABLE 16

IDENTIFICATION OF EDUCATION AND EXPERIENCE NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT AS REPORTED BY THE DEPARTMENT STORES.

	Number	Percent
EDUCATION - Importance to entry-level position (amount considered necessary)		
4 year degree	14	100.0%
2 year degree	0	--
1 year certificate	0	--
None	0	--

	Number	Percent
EXPERIENCE - Importance to entry-level position (amount considered necessary)		
5 years retailing	0	--
2 years retailing	2	14.3%
1 year retailing	10	71.4%
None	2	14.3%

TABLE 17

IDENTIFICATION OF EDUCATION AND EXPERIENCE NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT AS REPORTED BY THE CHAIN STORE.

	Number	Percent
EDUCATION - Importance to entry-level position (amount considered necessary)		
4 year degree	16	100.0%
2 year degree	--	--
1 year certificate	--	--
None	--	--

	Number	Percent
EXPERIENCE - Importance to entry-level position (amount considered necessary)		
5 years retailing	--	--
2 years retailing	5	31.2%
1 year retailing	10	62.5%
None	1	6.3%

TABLE 18

IDENTIFICATION OF EDUCATION AND EXPERIENCE NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT AS REPORTED BY THE DISCOUNT STORE.

	Number	Percent
EDUCATION - Importance to entry-level position (amount considered necessary)		
4 year degree	10	100.0%
2 year degree	--	--
1 year certificate	--	--
None	--	--

	Number	Percent
EXPERIENCE - Importance to entry-level position (amount considered necessary)		
5 years retailing	1	10.0%
2 years retailing	9	90.0%
1 year retailing	-	--
None	-	--

TABLE 19

IDENTIFICATION OF EDUCATION AND EXPERIENCE NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT AS REPORTED BY THE WOMEN'S SPECIALTY STORE.

	Number	Percent
EDUCATION - Importance to entry-level position (amount considered necessary)		
4 year degree	--	--
2 year degree	9	60.0%
1 year certificate	3	20.0%
None	3	20.0%

	Number	Percent
EXPERIENCE - Importance to entry-level position (amount considered necessary)		
5 years retailing	--	--
2 years retailing	1	6.7%
1 year retailing	13	86.7%
None	1	6.7%

TABLE 20

IDENTIFICATION OF EDUCATION AND EXPERIENCED NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT AS REPORTED BY THE MEN'S SPECIALTY STORE.

	Number	Percent
EDUCATION - Importance to entry-level position (amount considered necessary)		
4 year degree	3	17.6%
2 year degree	11	64.7%
1 year certificate	3	17.6%
None	-	--

	Number	Percent
EXPERIENCE - Importance to entry-level position (amount considered necessary)		
5 years retailing	--	--
2 years retailing	10	58.8%
1 year retailing	7	41.2%
None	--	--

TABLE 21

IDENTIFICATION OF EDUCATION AND EXPERIENCE NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT AS REPORTED BY THE SHOE SPECIALTY STORES.

	Number	Percent
EDUCATION - Importance to entry-level position (amount considered necessary)		
4 year degree	4	33.3%
2 year degree	4	33.3%
1 year certificate	4	33.3%
None	-	--

	Number	Percent
EXPERIENCE - Importance to entry-level position (amount considered necessary)		
5 years retailing	--	--
2 years retailing	8	66.7%
1 year retailing	3	25.0%
None	1	8.3%

TABLE 22

IDENTIFICATION OF EDUCATION AND EXPERIENCE NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT AS REPORTED BY THE EXCLUSIVE SPECIALTY STORE.

	Number	Percent
EDUCATION - Importance to entry-level position (amount considered necessary)		
4 year degree	2	40.0%
2 year degree	3	60.0%
1 year certificate	-	--
None	-	--

	Number	Percent
EXPERIENCE - Importance to entry-level position (amount considered necessary)		
5 years retailing	--	--
2 years retailing	2	40.0%
1 year retailing	3	60.0%
None	--	--

TABLE 23

IDENTIFICATION OF EDUCATION AND EXPERIENCE NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT AS REPORTED BY THE HEALTH STORES.

	Number	Percent
EDUCATION - Importance to entry-level position (amount considered necessary)		
4 year degree	1	12.5%
2 year degree	4	50.0%
1 year certificate	2	25.0%
None	1	12.5%

	Number	Percent
EXPERIENCE - Importance to entry-level position (amount considered necessary)		
5 years retailing	--	--
2 years retailing	4	50.0%
1 year retailing	2	25.0%
None	2	25.0%

TABLE 24

GROUP PERCENTAGES OF EDUCATION NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT POSITIONS IN THE RETAILING INDUSTRY.

(N = 97)

4 Year Degree	AMOUNT NECESSARY
Department	100.0%
Chain	100.0%
Discount	100.0%
Exclusive Specialty	40.0%
Shoe Specialty	33.3%
Men's Specialty	17.6%
Health	12.5%
Women's Specialty	None

TOTAL - 51.5% believed 4 year degree necessary

2 Year Degree	AMOUNT NECESSARY
Men's Specialty	64.7%
Exclusive	60.0%
Women's Specialty	60.0%
Health	50.0%
Shoe Specialty	33.3%

Department, Chain and Discount with few exceptions will only consider 4 year degree candidates.

TOTAL - 32% believe 2 year degree necessary

1 Year Certificate	AMOUNT NECESSARY
Shoe Specialty	33.3%
Health	25.0%
Women's Specialty	20.0%
Men's Specialty	17.6%

TOTAL - 12.4% believed 1 years certificate necessary

NO EDUCATION	AMOUNT NECESSARY
Women's Specialty	20.0%
Health	12.5%

TOTAL - 4.1% believed education is not necessary

TABLE 25

GROUP PERCENTAGES OF EXPERIENCE NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT POSITIONS IN THE RETAILING INDUSTRY.

(N = 97)

5 Years	AMOUNT NECESSARY
Discount	10% (only one responsed considered 5 years necessary)

TOTAL 1%

TABLE 25 (continued) 75

2 Years	AMOUNT NECESSARY
Discount	90.0%
Shoe Specialty	66.7%
Men's Specialty	58.8%
Health	50.0%
Exclusive Specialty	40.0%
Chain	31.2%
Department	14.3%
Women's Specialty	6.7%
TOTAL	42.3%

1 Year	AMOUNT NECESSARY
Women's Specialty	86.7%
Department	71.4%
Chain	62.5%
Exclusive Specialty	60.0%
Men's Specialty	41.2%
Shoe Specialty	25.0%
Health	25.0%
TOTAL	49.5%

NONE	AMOUNT NECESSARY
Health	25.0%
Department	14.3%
Shoe Specialty	8.3%
Women's Specialty	6.7%
Chain	6.3%
TOTAL	7.2%

C. TOP MANAGEMENT INTERVIEWS DATA PRESENTATIONS

The data reported by the writer was gathered by the semi-structured interview method. The same interview format was adhered to for the following subjects: two full-line department store vice presidents: two full-line chain store regional personnel managers; one full-line discount store regional personnel manager; one full-line health food specialty store regional vice president; two men's specialty store district managers; two women's specialty store district managers; one shoe specialty store regional manager, and a personnel manager for a top-line apparel store.

The interviews lasted approximately one hour and were conducted in the private office of each executive. The basic intent was to support the findings of high entry-level management personnel turnover designated by the review of the literature, and to draw conclusions as to causes.

Although the interviews were structured to the extent that the same questions were asked to each subject, additional questions were asked and subjects were encouraged to elaborate when responses seemed worth of probing.

To reach the objective of determining if there exists a correlation between characteristics needed and type of retail store, and to identify the causes for entry-level turnover by store type, the data gathered was combined and reorganized where necessary to provide system and focus.

The interviews were divided into three store type categories: (1) department store; (2) chain/discount; and (3) specialty. These categories were then subdivided if a substantial difference in response occurred.

Interview with Department Store Executives (composite of two interviews)

Question 1: During the last 3-year period, what has been the percentage of entry-level management turnover?

Response: Entry-level management personnel turnover increases from 10% the first year to 40% the second year, and then decreases to 15% the third year.

Question 2: What do you think the personnel turnover of entry-level management is at this percent?

Response: The first year turnover is caused by the misconception of college graduates who believe that retailing is a glamorous profession. They have been recruited from the college campus with an illusion of their importance and what the retailing industry requires of them. They are not prepared to work long hours, do physical labor and receive little compensation. These recruits are not suited for the retailing profession, and are better geared to another occupation.

The second year turnover is caused more by the industry than the mis-matched individual. Now the management-trainee becomes impatient with his progress. The department store has a 3-year management trainee program that - to some - seems too long. They become anxious for a promotion or greater salary increases than they receive. Our trainees are hired as Assistant Buyers then promoted to Department Managers, then upon completion of the third year moved into a Buyer's positon.

Three years of on-the-job training supplies the individual with the background needed to be successful, but many of the trainees want to take a short-cut to mid-management. It can't be done with success.

The third year turnover decreases because the trainee now feels that he is close to the promotion he wants. Some are now looking at other firms and often leave for a higher salary and more important title.

Question 3: What has the company done to stabilize or decrease this percentage? Has it been successful? Why?

Reponse: (Dept. Store #1) We have developed a better management training program. Three years ago, our turnover was much higher. Then a new trainee after being hired was given to the General Merchandise Managers to develop. Now the Executive Personnel office and the General Merchandise Managers take duel responsibility in training and development. The entry-level management trainee has floor responsibilities under the merchandise division, but also must report to the personnel division for management training sessions. We want him/her to know we care. Positive stroking is important to retain our employees.

We also revised our past evaluation systems so that now every four months a trainee receives a formalized critique. His

strengths and weaknesses are discussed with his immediate supervisor and myself. Closer contact in shorter time spans allows the trainee and us to solve problems before they become major. This way, we have been able to decrease turnover and plan to really cut into the second year of 40% which is very costly to us.

(Dept. Store #2)

Response: We have been more selective in our initial recruitment of trainees. We are continually strengthening our requirements for employment. Also, we have raised the starting salary for trainees as well as the second year increase. In addition, we have upped the fringe benefits and shortened the hours of the salaried employee. Long hours may still exist, but no longer does the retailer feel the need for having mid or entry-level management working every weekend. We have made the conditions and salary more competitive, and have reduced the turnover, but it is still a major problem in budgeting.

Question 4: What is the main reason for leaving the company?

Response: Salary and lack of patience for promotion are the main reasons. In the department store, most trainees are females. Many males still look on retailing as a business of selling women's clothes, yet in top management 80% are males. With being heavily skewed to females, many of our trainees leave because of marriage and/or their husbands are relocating.

Question 5: What is your method or procedure for selection of entry-level management personnel?

Response: Most are recruited from college campus. We conduct a screening interview on the campus and then require a second interview within the store. This interview lasts all day. We give aptitude and psychological-based tests in addition to a series of personnel interviews conducted by the Executive Personnel Division.

Often we call candidates from received resumes. These are mostly from past graduates who wish to change their career, or who are seeking another retail firm.

Question 6: What is the average time spent in an entry-level management position before promotion?

Response: First step is as Assistant Buyer, this generally requires a year. Second step is to Department Manager. Third step is to Buyer. Three years is the average time needed to advance to Buyer position.

Question 7: What is the average training time needed in entry-level management?

Response: Two to three years.

Question 8: After the first promotion, what is the turnover percentage?

Response: 30% to 40%.

Question 9: Are there other responses that I should have sought that would contribute to this study?

Response: Consideration should be given to the mid-management personnel that conducts the training and development of the new trainee. Their role is important in the retention of the able and competent employee. A poor trainer can permanently "turn-off" a potential management trainee.

Interview with Full-Line Chain Store Regional Personnel Managers (composite of two interviews - each executive responsible for 300 stores)

Question 1: During the last three-year period, what has been the percentage of entry-level management turnover?

Response: Within a three-year period, the average entry-level management turnover is 15%. During the first year, we experience the highest turnover of 25%. The second year turnover percentage decreases to 12% - 15% and further decreases to a stabilizing 8% during the third year. The turnover was much higher prior to five years ago when new evaluation systems became company policies and before jobs were so tight.

Question 2: Why do you think the personnel turnover of entry-level management is at this percent?

Response: Low salary for long hours is the major reason for a 25% turnover the first year. We expect our trainees to learn

every facet of the business from operations, to merchandising, to personnel. The trainee spends his/her first six months moving from department to department. Not only must he/she perform well on the floor, but is responsible for completing a training manual. Each week or month, another section is critiqued by either the Store and/or Personnel Manager. The manual includes all areas of the retailing business, from advertising policies, to mark-down problems, to personnel development. We demand alot, but feel that our inclusive training is superior to other retailers. Unfortunately, some new trainees cannot handle the pressure of floor work and written learning assignments. The hours are long, but the end results can be very profitable. Long-range goals seem lost to many new recruits. After four years of college preparation, with marketing books and research gathering, they rebel against further studying. If the trainees are dedicated enough to make it to the second year, they are rewarded both with a promotion and a sizeable raise. However, at this point, the "head hunters" alias the discount stores who do not have extensive management trainee programs, offer our trained personnel a higher increase and a promise of more substantial raises to come. This is a problem that keeps our turnover at 12% to 15% during the second year.

By the third year, we are proud of our 8% turnover rate. Now our entry-level managers have advanced into mid-management,

and seem to have a better perception of long-range success versus fast promotions that only lead to dead-ends. Also, at this point the trainees have had time to become part of profit-sharing investment, and have realized relevant salary increases. Most of all, they are now part of the company and view loyalty from a different angle.

Question 3: What has the company done to stabilize or decrease this percentage? Has it been successful? Why?

Response: To decrease our turnover, we pushed the variables controllable by the company. Although we have always had Employee Appraisal Forms, the Corporate Office hired outside consultants to redesign our evaluation forms that would more accurately measure the management trainee and others. Each level of management now has separate forms, but they all include MBO's (Management by Objectives). By accenting individualized measurement of accountabilities and goals, we have successfuly gotten the employee more involved in the company and given him clearer direction in how to get ahead.

The Store Manager is responsible for completing the MBO's of each trainee assigned to his store. He is also accountable for the Performance Appraisal, and a one-on-one critique with the trainee.

We also instituted a ninety-day probationary period for each candidate before he is accepted as a permanent entry-level manager trainee. This has cut our turnover the first year because some never are shown on the personnel records as management trainees.

Although we still occasionally take from the sales force and promote to first level management, we find this to be a weak system and are putting more emphasis on our outside recruiting from the college campus.

Turnover has decreased considerably during the last years when we decided to balance our hiring of males and females. An inequity had existed previously which needed repaired. Males dominated our management force.

If a new candidate achieves commendable or distinguished recommendations his first year, we try to promote him as soon as possible into the second year. Giving him more responsibility has been successful in reducing turnover. We have been expanding and with many new store openings, the need has arisen for an increase in first-level management positions. As we level off, the positions will become fewer and this plan of promoting fast will not be feasible. Then we again will have an increase in turnover as the management trainees will become restless for advancement.

The building expansion plan has been a boost to management manpower needs as our stores for the past years have been cutting first-level and mid-management positions. Departments have been consolidated and the use of the cashier/wrap desks have eliminated many positions. Even staff positions on the district and regional level have been drastically cut. This effects the two-year training program as often a step in management development was to the staff branches.

Question 4: What is the main reason for leaving the company?

Response: The main reason for leaving is the lack of competitive salaries in the retailing industry to the other industries. A degree in marketing or business administration finds higher compensation in other firms, such as U. S. Steel, Gulf, Alcoa, etc. Even as a sales representative for manufacturers and wholesalers, the salary is initially higher.

Other reasons were stated before: lack of long-range goals; long hours; adversion to learning; impatience; and offers by other retail firms.

Questions 5: What is your method or procedure for selection of entry-level management personnel?

Response: Approximately 60% of our recruiting is done on the college campus. We find Penn State to be an excellent place for selection of entry-level management candidates.

Another 25% of the candidates we consider as internal recruitment. This group consists of the person who during their high-school year became a part-time sales associate. They then go to college, acquire a degree, and return to our store as an entry-level management trainee. If turnover was categorized by external and internal recruitment, the internal percentage would be very low.

The remaining 15% are walk-ins. They apply to the regional office for management positions. Often they have prior retailing experience (although some have completly different career backgrounds); however, each must complete the management trainee program regardless of past position or status. The time span may be shorter, but all phases of our operations must be studied.

Question 6: What is the average time spent in an entry-level management position before promotion?

Response: Chain Store #1

Six months are spent in training in all types of departments. The next six months, the trainee will find himself placed in one department. Generally, this is where the store needs him. At the end of the year, he is promoted to a merchandising manager. His responsibilities would include the total operation of one or more departments, depending upon the volume. If he proves successful after 18 to 24 months, his

responsibilities are increased, either through the addition of more departments or promoted to the next level of management as an opening occurs. At this time, relocation is a must.

Response: Chain Store #2

Our trainee must spend six months in a flexible situation moving from one area to another within a top volume store. Then he is moved to another store as an Assistant Sales Manager. Approximately 12 to 18 months are required in this position before he is ready to be promoted to a Sales Manager. A sales manager is a mid-management position.

Question 7: What is the average training time needed in entry-level management?

Response: Two years.

Question 8: After the first promotion, what is the turnover percentage?

Response: 20%

Question 9: Are there other responses that I should have sought that would contribute to this study?

Response: An interesting factor contributing to the diminishing need of management personnel has not been considered. We find that the computerization of our paper work has created higher productivity but increased personnel turnover. Aside from store expansion building manpower needs, we have drastically cut our staffing personnel.

Interview with Discount Chain Store Executive

Question 1: During the last three-year period, what has been the percentage of entry-level management turnover?

Response: Our first year turnover is the highest in the retail industry. We have a 65% management trainee turnover. The following year the turnover decreases to 33%, and the third year to 22%.

Question 2: Why do you think the personnel turnover of entry-level management is at this percent?

Response: The 65% turnover has been caused by a variety of reasons. Mainly, we have overhired for our probationary period which lasts for 30 to 60 days after the initial hire. We weeded out too fast because of the quantity of candidates. Quality not quantity should be our goal, but in the past we had so many new stores opening in the region, we hired and hired.

Also, once we placed a trainee in a store, he too often was forgotten. The selection of training stores was not as keen as it should have been. The store managers were not knowledgable in developing potential management and did not do their part in on-the-job training.

Salary was another reason. Our first year salaries were not in accordance with inflation.

Question 3: What has the company done to stabilize or decrease this percentage? Has it been successful? Why?

Response: Considerable effort is being given to decrease our high turnover. We have changed our total hiring philosophy. We are not hiring bodies which resulted in over-hiring, but are being very selective now in the quality not the quantity. The demand is still there for volume, but we are looking more closely at what we do hire. The probationary period has been extended to 60 days, and the decision of employee retention is not done solely by the store manager, but has been widened to include an appraisal by the district and regional sales manager.

We instituted two career paths for the trainee. One, he will have to relocate, but his promotion into mid-management will be faster. The other choice is to become a local assistant manager with relocation, but then remain in the same store and wait for an opening that offers promotional advancement. This has curtailed the turnover, as many trainees left when relocation was asked.

We have re-written the job description for the entire management staff that includes accountability items. Now, both the trainee and the store manager know their responsibilities. Evaluation forms are done on a three-month cycle by the store manager. Both the trainee and the store manager are responsible for the training development, and they are both reviewed by

the district and regional staff. We now have check-backs on the new employee, as well as the old. No one is lost and forgotten. Training has improved with this system, and internally we have become more aware in our selection of training stores.

The evaluation system has lent more credibility to our promotions and salary increases. We have increased our starting salary, merit and cost-of-living raises by 5% since last year. We were not in-line with the economy. Rate of performance is essential when balanced against inflation, and to support the upgrade of earnings, we needed wage reviews by more than the store manager. The district and regional staff became involved so that the trainees were not equated only by the personal standards of the store manager, but were judged more objectively against the company standards.

Question 4: What is the main reason for leaving the company?

Response: Past turnover can mostly be attributed to the lack of standardization within the company. With so many trainees and stores, not all were treated equally. We lost track of who was doing what and how well. We hired and then left the trainee on his own. OUr training lacked direction. We needed more store visitations to meet and talk with the new

trainee. We did not listen to him and try to help solve his problems. Today we are.

Salary was the secondary reason and possibly, relocation a distant third.

Question 5: What is your method or procedure for selection of entry-level management personnel?

Response: Most recruiting has been done on the college campus or here at the regional office as a follow-up to mailed resumes and applications. We encourage hiring from within, but unless a two or four year degree supports the trainee, he will most likely not go beyond an entry-level position.

Question 6: What is the average time spent in an entry-level management position before promotion?

Response: The trainee spends three to six months preparing for his first promotion to Assistant Manager for a designated section of the store. The size of the store is not important for a good store manager can utilize and develop a trainee regardless of sales volume. The trainee floats through a variety of departments to gather an understanding of the company's policies and procedures.

As an Assistant Manager, he is held accountable for all the activities in his department. If a high achiever, he is

given more departments to manage. Next step is mid-management either in personnel, operations or the merchandising functions.

Question 7: What is the average training time needed in entry-level management?

Response: One year.

Question 8: After the first promotion, what is the turnover percentage.

Response: 40%.

Question 9: Are there other responses that I should have sought that would contribute to this study?

Response: Neither the questionnaire or this interview mentioned an area that I feel strongly about. When hiring a potential trainee, I believe the strongest candidate against rising turnover is the person who has had prior work experience. Not necessarily in retailing, but simply an individual with an early work history. This person has developed the work traits we want -- dependability, decision-making skills, and adaptability. He has already adapted his life-style to the work world, and will make faster strides in management to the top of his chosen profession.

Interview with Full-Line Health Specialty Store Executive

Question 1: During the last three-year period, what has been the percentage of entry-level management turnover?

Response: 85%

Question 2: Why do you think the personnel turnover of entry-level management is at this percent?

Response: We were hiring the wrong people.

Question 3: What has the company done to stabilize or decrease this percentage? Has it been successful? Why?

Response: In the last few months, we have totally realigned our organization structure, our hiring procedures, and our company policies. Although our firm has grown from one to 1,000 stores in a short period of time, and is often cited as a positive example of entrepreneurship in today's market, we grew too fast with our development of internal human resources.

After intensive research into our turnover problem, the reorganized management team cancelled all past recruiting and hiring methods directed toward the young college graduate and began a wide campaign to enlist the older mature woman for management trainees. Her history exhibits more stability. The young recruit has a past record of job-hopping and going where the money is.

We are now looking for the working wife or divorcee who wants a career, but can achieve satisfaction with our company. The woman who wants to move up, but not out of the company

Question 4: What is the main reason for leaving the company?

Response: The main reason in the past has been dissatisfaction with the salary and the advancement pace.

Question 5: What is your method or procedure for selection of entry-level management personnel?

Response: With the new structure, we created a new position of recruiter. Nine recruiters travel nationwide to activate a campaign for hiring management trainees. They utilize in-store employment posters, local employment agencies, magazine and newspaper ads, and encourage present store managers to talk to their employees and customers about the opportunities within the company. Colleges are not visited as they had been in the past.

If a person is interested in applying for employment in a managerial capacity with our company, they must first take a series of tests given at the district office. The battery of tests include Activity Analysis, Predictive Index, and Analytic Profiles. The completed series are submitted to professional analysts who recommend potential candidates for the company program. With a positive recommendation, the applicant then is interviewed by the Personnel Department and a Vice President of Marketing. We particularly look for the individual who can handle stress and pressure situations, in addition to having an eye for profit. Human relation techniques are commendable, but profit-oriented skills are mandatory. Again, the mature woman seems to have these traits.

Question 6: What is the average time spent in an entry-level management position before promotion?

Response: Three to six months as a trainee is the average time. Then the trainee is promoted to a full manager of a store.

Question 7: What is the average time needed in an entry-level position?

Response: One year. Next step is to Project Sales Coordinator (several stores), then to Project Sales Manager (20 to 25 stores), then to District Sales Manager (30 to 45 stores).

Question 8: After the first promotion, what is the turnover percentage?

Response: 50%

Question 9: Are there other responses that I should have sought that would contribute to this study?

Response: No.

Interview with Women's Specialty Store District Managers

Question 1: During the last three-year period, what has been the percentage of entry-level management turnover?

Response: 70%

Question 2: Why do you think the personnel turnover of entry-level management is at this percent?

Response: (Specialty Store #1)

Poor interviewing techniques. Really not taking the time or

effort to hire the right person for our stores. Last year the company began new systems and evaluation procedures. As a result, we in the districts were told to "clear out the dead-wood" and begin building with new, more progressive trainees. A large portion of the turnover comes from termination of poor performance employees in the training position.

Response: (Specialty Store #2)

As an expanding company, we have had to ask our employees to relocate. Many objected to leaving their families or boy-friends. This has caused a large turnover of management trainees within the last three years.

Question 3: What has the company done to stabilize or decrease this percentage? Has it been successful? Why?

Response: (Specialty Store #1)

With the new systems, we have become closer with other districts and the home office. The company has hired Training and Development personnel to coordinate a nationwide plan for increasing the human relation skills as well as the management abilities. Now we have guidelines to follow. Each employee must complete training manuals and attend periodic district meetings. As district manager, I attend regional meetings and often visit the home office. We had direction before, but never as professional. All employees must be organized and follow the same rules, as we are under

a system of checks and balances. I believe this new organization system is working to decrease turnover because now the trainee knows exactly what is expected company-wise.

OUr evaluation system is a good tool. It contains thirty checkpoints. We look for human relation skills as strongly as sales or management skills. The company stresses fairness and expects the same from everyone. If a trainee seems to have potential, but is not working well as she should be under one store manager, we will give her another chance by moving her training to another store. If she still has problems, we get rid of her. You can't afford to waste a good position in any store.

Response: (Specialty Store #2)

We are being more selective in our hiring. Before we make a committment to hire a manager trainee, she must commit to relocation. No longer do we train in their home area, but they must relocate immediately. This immediate relocation has reduced our turnover problem considerably.

Question 4: What is the main reason for leaving?

Response: Not being able to manage herself or people well. Salary is often given as the reason by those leaving, but we are competitive with other specialty stores. Salary, to me, is a cover-up for other reasons. Mainly, not being able to handle the responsibility needed to advance in this business.

Question 5: What is your method or procedure for selection of entry-level management personnel?

Response: Our target market is the young, female adult. This is who we sell to. this is who we look for as manager trainees. We recruit in-store and from business school and two-year colleges. Many of our trainees began with us in part-time sales as Distributive Education students. Some remain after high school and work their way up into management. Other continue their education and still work for us during the summer or holiday vacations. We have more success with this entry-level manager.

We also look for the young career girl majoring in retailing. She usually has had some prior retailing experience in sales which can be very helpful. Neither experience or education are the most important traits we look for. Maturity level and willingness to learn are more important.

If someone wants to enter our trainee program from the outside, they first apply directly to the store. The manager makes decisions on who will then be interviewed by the district manager. Each are given a battery of tests designed to exam the applicants honesty and morals. If these tests are not positive (graded at the home office by a computer), the applicant never receives the second interview.

We have a thirty-day probationary period before the applicant can officially become a trainee.

Question 6: What is the average time spent in an entry-level management position before promotion?

Response: 6 months to 1 year as third assistant.

Question 7: What is the average training time needed in entry-level management?

Response: Depends on the individual. A trainee starts as third assistant, moves to second assistant, then becomes assistant manager, and finally to store manager. Some advance from third to assistant manager within 2 years, others take 5 years.

Question 8: After the first promotion, what is the turnover percentage?

Response: About 40%. They get restless for advancement.

Question 9: Are there other responses that I should have sought that would contribute to this study?

Response: No.

Interview with Men's Specialty Store (2 District Managers)

Question 1: During the last three-year period, what has been the percentage of entry-level management turnover?

Response: 25%.

Question 2: Why do you think the personnel turnover of entry-level management is at this percent?

Response: Our turnover is decreasing because we are not hiring many new manager trainees. The openings are not there. The turnover is so very low in mid and top management that we do not need replacements, nor have we been opeing new stores in the past three years.

Question 3: What has the company done to stabilize or decrease this percentage: Has it been successful? Why?

Response: We try to keep our employees happy by offering salary increases in line with the market scale by upgrading our base and commission percentage. Our Human Relations Department in the home office is constantly looking for ways to increase satisfaction of the employees through specialized benefits, such as college reimbursement, non-relocation agreements if desired, bonus, holidays, increased discount, etc.

We try to promote our trainess in the shortest time possible, so they have the responsibilities and a title without becoming restless for advancement.

Turnover is not a major problem with us--sure we'd like to have a zero percentage, but realize this will never happen.

Question 4: What is the main reason for leaving the company?

Response: Salary or dissatisfaction with retailing as a career. To some the long hours are not comparable to the salary received. Other jobs offer more money for less hours. If a trainee can sell, he is able to do well money-wise, but often he then falls short in his management responsibilities.

Question 5: What is your method or procedure for selection of entry-level management personnel?

Response: (Men's Specialty Store #1)

90% of our management trainees come from within. They are recruited from the sales force. In the past we have recruited from colleges and business schools, but as we decreased our needs for personnel, we cut outside recruitment efforts entirely.

Response: (Men's Specialty Store #2)

Most of our trainees have been walk-ins. Ours is an old established company with a good reputation for being fair to our employees. We have never had a union, yet we offer good wages and excellent benefits. The turnover is low -- our hire is low, we do not need to advertise. Not here, but in other districts expansion is being planned for the future. I understand to staff these stores, we are going to do college recruiting.

Question 6: What is the average time spent in an entry-level management position before promotion?

Response: 6 months

Question 7: What is the average training time needed in entry-level management?

Response: (Men's Specialty Store #1)

No time is set for our program. The manager-in-training usually spends six months here before promoted to co-manager. Then, mayabe a year before he makes associate manager (larger volume store). Next, to a Store Manager. Time as entry-level is about one year.

Response: (Men's Specialty Store #2)

First, he must be a trainee in sales for a minimum of six months, then he is promoted to assistant manager. After another six months, he could have his own store.

Interview with Shoe Specialty Store Regional Manager (23 stores)

Question 1: During the last three-year period, what has been the percentage of entry-level management turnover?

Response: Very high. Over 50% leave within the first six months. Once promoted to Assistant Manager, the turnover becomes lower, but is still too high.

Question 2: Why do you think the personnel turnover of entry-level management is at this percent?

Response: Store Managers hire too fast. We have been hiring as management trainee too many "90 day wonders" from the colleges and universities. They tell the store manager what he wants to hear and without further interviews, we have a new trainee. Hiring is only half the problem -- training is the other half that causes high turnover. The store manager expects the "90-day wonder" to be just that. He does not give him the training needed for development into management. Often, he has never had any sales experience--just book learning.

Question 3: What has the company done to stabilize or decrease this percentage? Has it been successful? Why?

Response: To cut our turnover, the regional office has had numerous meetings with the store managers to give them direction in hiring practices. We are encouraging more promotion from within, rather than recruiting from colleges. You know your own employees, and can tell if they have shown the attitude and leadership that our stores demand.

If a store manager intends to hire a trainee, he now must have more than one interview. You can't judge on one interview. Others, beside the store manager should help in the decision. Either another store manager or a regional staff member should be on the second or even the third interview.

Once hired, the trainee needs sound direction by the store managers. We are now setting up training stores, where the store manager has proven to be a good judge of management potential.

We believe in recognition with a personal touch. I give positive strokes with personal memos and store visits as often as possible. Turnover has been reduced, but it takes time and effort on all levels.

Question 4: What is the main reason for leaving the company?

Response: Management has made a poor hiring decision or the training by the store manager has been poor. Sometimes we promote too fast, without a solid background of the business. Then as Assistant Manager, the trainee is lost and does not produce as expected. We get ride of nonproducers -- business today is too competitive for losers. We can't afford sale losses. Then too, some once promoted slack off thinking that they have it made. Again, sale losses. Our evaluation performance ratings are given twice a year. These have helped us weed out the losers.

Some leave because of money. Our base salary is comparable to other specialty stores, with a higher commission rate. But you must hustle to get it, and still manage the store. All can not do this well. If money is the trainee's first priority, he does not have the qualities we want for a store manager position.

Question 5: What is your method or procedure for selection or entry-level management personnel?

Response: Actively recruiting people is a never-ending challenge for us. We use every method -- colleges, business schools, employment agencies, want ads, etc.

The best is promotion from within. Having prior sales experience gives a head-start to the applicant. Also, I look for the person who shows he can set priorities -- is tough and firm -- yet fair. Common sense is more important than college degrees.

The person for management in our store must convey during the interview what he can do for the company, not what the company can do for him.

Question 6: What is the average time spent in an entry-level management position before promotion?

Response: We require six months in sales before promoted to Assistant Manager. If his evaluations show high achievement, the assistant manager can become a store manager in a small volume store within another year.

Question 7: What is the average training time needed in entry-level management?

Response: 1 to 2 years.

Question 8: After the first promotion, what is the turnover percentage?

Response: 35%.

Questions 9: Are there other responses that I should have sought that would contribute to this study?

Response: None

Interview with Top-Line Apparel Specialty Store Personnel Manager

Question 1: During the last three-year period, what has been the percentage of entry-level management turnover?

Response: Entry-level turnover never exceeds 3% a year and often we only have 1%. Our problem is not with management, but with part-time sales personnel turnover.

Question 2: Why do you think the personnel turnover of entry-level management is at this percent?

Response: Our management turnover is very low because the company is growing and we are able to offer promotions if the candidate is willing to relocate. However, even without this growth, our entry-level manager turnover has been low because we are very selective in our hiring for this position. We believe that it is better to wait and get good people, then to hire just because an opening exists. A small problem of being understaffed is better than having a large problem of hiring the wrong person.

As our policy is to first consider our present staff for promotion into entry-level management, we have a better idea for what their potential is for management. We have been observing them in a sales position for at least six months. We can usually tell if they fit into our family.

Question 3: What has the company done to stabilize or decrease this percentage? Has it been successful? Why?

Response: This company stands on its image of personalized selling of top quality merchandise. We treat our employees, sales or management, in the same personalized manner. Just as we encourage our employees to call the customer by name, we insist that management know our 250 employees by name, and greet them whenever possible. Everyone is important in our store and we try to show our faith through positive reinforcement. Morale problems are a rarity, and if they do exist, we try very hard to eliminate them.

We want our employees to take pride in their store, so we involve them in as many ways as possible. During management meetings, all store figures are available to the Assistant and Department Managers, and new promotions or campaigns are discussed. Often the business meetings are held at a breakfast or dinner, so that the austerity of a conference room is removed, and comradeship is easier to achieve.

Departments are rewarded when they achieve sales goals. They receive gifts, such as cash, wardrobe outfits, candy, etc. Not only do we give positive reinforcement to the team (entire departments), but we often reward individuals who have shown exceptional gains.

It's a nice place to work. The environment is pleasing, the people congenial, and the salary scale for entry-level management is higher than other retail firms.

We give alot, but in turn we expect alot, too. We have strict dress codes, high sales expectations, and demand intellectual competency.

Question 4: What is the main reason for leaving the company?

Response: Not many leave. When they do, its generally because of marriage or pregnancy.

Question 5: What is your method or procedure for selection of entry-level management personnel?

Response: We very seldom hire from the outside. Our preference is to promote from within. We never use newspaper ads or employment agencies. The supply of resumes on my desk of individuals seeking entry-level management positions never seems to lessen.

We promote from our sales force. We know them.

Question 6: What is the average time spent in an entry-level management position before promotion:

Response: Our policy is "slow development of management, giving the opportunity to learn". We prefer to have first an individual as a full-time sales associate for six months to one year before promotion into management. The entry-level management position in our store is Assistant Department Manager. If the individual has had not prior management experience, she will remain in this spot for at least 1-1/2 to 2 years . If she has had experience, then she will no doubt advance to the next level, Department Manager, within nine months to 1-1/2 years.

Question 7: What is the average training time needed in an entry-level position?

Response: Depends on the individual. Could be from nine months to two years.

Question 8: After the first promotion, what is the turnover percentage?

Response: 2% to 3%.

Question 9: Are there other responses that I should have sought that would contribute to this study?

Response: None, except I would like to impress on any entry-level manager, the importance of having enthusiasm for her job. Without enthusiasm, her other traits are hidden. If she wants to be a part of our team, she needs joy and pride in her position to show through to the other employees and to our customers.

SUMMARY

ENTRY-LEVEL TURNOVER AND CAUSE BY STORE TYPE

Entry-level management trainee turnover was considered a major problem with every retail firm interviewed except two. Of the twelve top management executives selected as respondents, each expressed concern over their turnover, and planned to lessen the present percentage. Some had initiated new procedures for decreasing the turnover, others were still searching for the "magic" formula.

1. Department Store turnover averaged a 21.7% turnover within the past three years, with the greatest increase of 40% in the second year. They attributed this percentage to the impatience of the trainee within a three year program. The trainee wants to progress in both salary and title before the department store believes he/she is ready.
2. Full-line Chain Store averaged a 15.3% turnover of a three-year period with the highest percentage of 25% during the first year. The major cause for leaving during the first year is lack of dedication and preparation to long-range goals. The trainee objects to the long hours, and the magnitude of duties without a compensable salary. Although the turnover percentage decreases considerably during the next two years, it still exists because of the lucrative offers extended by other retail firms who do not have formalized management training programs, and industrial businesses who have a higher starting salary scale.

Full-line chain discount store averaged a 40% turnover over a three-year period, with 65% the first year. The primary causes were overhiring, poor selection of training stores, lack of communication with trainees and low salary. The executive interviewed believed that these causes have been identified and changed so that the past average of 65% turnover will decrease sharply this year.

3. Specialty stores' turnover ranged from a three-year average of 2.5% to 85%. The causes varied as to store type.
   a. Health specialty store experienced the highest average turnover percentage of 85%. Recently, they have totally realigned their organizational structure, hiring procedures and company policies in an effort to decrease this percentage. They blamed poor selection of trainee candidates and low salary as the major reasons for employees leaving the company.
   b. Women's Specialty Store averaged during the past three years a 50% turnover. The first year high of 70% was caused by poor recruitment and selection procedures which lead to unqualified trainees who were unable to handle the responsibility needed for management.
   c. Men's Specialty Store averaged a 15% turnover during the past three years. Neither firm interviewed believed turnover to be a major problem after the first year of a 30% trainee loss. Salary or career dissatisfaction were cited as the causes for trainee's leaving their company.

d. Shoe Specialty Store averaged during a three-year period a 40% turnover. The first year reaches a 50% turnover due to poor selection and in-store training which often leads to trainee promotions before they are ready. Salary was another cause.

e. Exclusive Specialty Store averaged a very low 2.5% turnover within a three-year period. The reason for the low turnover was stated as being meticulous in the selection process, and in developing human relation management techniques to the fullest. The few that left the company did so mainly because of marriage, relocation, and pregnancy.

Using the reported entry-level turnover percentage (Table 28) as cited by the top management from the following retail firms: department stores (2); full-line chain stores (2); full-line discount chain store (1); health food specialty store (1); women's specialty store (2); men's specialty store (2); shoe specialty store (1); top-line specialty store (1) the average turnover for the retail dustry within the SMSA is depicted on Table 29 and Table 30.

TABLE 26

SUMMARY OF TOP MANAGEMENT INTERVIEWS

Type	Department Store	Chain Store	Discount Store	Health Spec	Women's Spec	Men's Spec	Shoes Spec	Exclusive Spec
Turnover:								
First Year	10	25	65	95	70	30	50	3
Second Year	40	12-15	33	85	50	10	35	1
Third Year	15	8	22	75	30	5	35	1
Average % (3 yrs)	21.7%	15.3%	40.0%	85.0%	50.0%	15.0%	40.0%	2.5%
Training Program	2-3 yrs.	2 yrs	1 yrs.	1 yrs.	2-3 yrs.	1 yrs.	1-2 yrs.	1-2 yrs.
1st Promotion	1 yrs.	1-1 1/2 yrs.	1/2 yr.	3-6 mos.	1/2-1 yrs.	1/2 yrs.	1/2 yrs.	1 yrs.
Turnover % after 1st promotion	35%	20%	40%	50%	40%	10%	35%	2.5%
Reasons for Leaving:	Long hours, Salary, impatient for raises, promotion. Marriage relocation.	Long hrs. Salary Lack of dedication, lack of learning. Offers from other firms.	Overhired Poor selection & training stores. Salary poor, communication with mgmt. forced relocation.	Poor selection of trainee's salary.	Poor recruitment & selection. Foreced relocation. Unable to handle responsibility.	Salary career dissatisfaction Lacks management qualities.	Poor selection & training. Promote too fast. Salary.	Marriage Preg.
Recruitment Methods:	College	College-60% Internal-25% Walk-ins-15% (degress & experience)	College Internal	Internal Want-ads Emp. Agn.	Internal 2 yr. Colleges Bus. Sch. High Sch. (Dist. Ed.)	Internal College	Internal College Bus.Sch. Agencies Want Ads	Internal (2-4 yr. degree) Few walk-ins.

TABLE 27

AVERAGE ENTRY LEVEL TURNOVER

RETAIL INDUSTRY

Store Type	First Year	Second Year	Third Year
Department	10%	40%	25%
Chain	25%	13.5%	8%
Discount Chain	65%	33%	22%
Health Spec.	95%	85%	75%
Women's Spec.	70%	50%	30%
Men's Spec.	30%	10%	5%
Shoe Spec.	50%	35%	35%
Exclusive Spec.	3%	1%	1%
Average	43.5%	33.4%	23.4%

TABLE 28

AVERAGE THREE YEAR PERIOD

Store Type	Turnover %	Training Program	First Promotion	First Prom. Turnover
Exclusive Spec.	2.5	1-2 yrs.	1-1/2 yr.	2.5%
Men's Spec.	15.0%	1 year	1/2 yr.	10.0%
Chain	15.3%	2 years	1-1/2-1 yr.	20.0%
Dept.	21.7%	2-3 yrs.	1 yr.	35.0%
Discount/chain	40.0%	1 year	1/2 yr.	40.0%
Shoe spec.	40.0%	1 year	1/2 yr.	35.0%
Women's Spec.	50.0%	2-3 years	3-6 mos.	40.0%
Health Spec.	85%	1 year	3-6 mos.	50.0%
Average	33.7%	1-1/2 yrs.	9 months	29.0%

REASONS FOR LEAVING

Salary was cited by all firms interviewed, except one, as the major cause for entry-level management personnel turnover. The second most wide-spread reason was the unsuitability of the trainee to the retailing industry. Although the top management expressed the lack of personal characteristics and attributes by the trainees, the executives took blame for initially hiring those who left the firms, by reporting poor selection and insufficient training programs with their retail stores.

In addition, forced relocation and job-hopping appeared to be a continued problem in reducing turnover.

RECRUITMENT METHODS

Of the twelve executives interviewed, 70% preferred the four-year college degree entry-level management trainee. Ninety-two percent preferred to hire from within whenever possible because of the prooven stability of this candidate, yet only five firms would accept internal promotion without four-year degree. Only two of those interviewed would ever consider dealing with employment agencies or placing newspaper want advertisements as means of recruitment.

D. DATA ANALYSIS AND INTERPRETATION OF CHARACTERISTICS IDENTIFICATION AND ENTRY-LEVEL TURNOVER BY GROUP.

The extent of entry-level turnover as reported through individual personal interviews, (Table 50) viewed against the characteristics identified as important for career success by each group could be interpretated for analysis of possible causes of the retailing industry's high turnover percentage.

Personnel turnover is a costly expenditure for the retailing industry and retention of capable managers a constant goal, yet of the population interviewed the firms were experiencing a 43.5% entry-level management trainee turnover during the first year of employment.

As this study was designed to analyze the characteristics of successful entry-level personnel, and to form an identification of potential successful managerial candidates through these characteristics and attributes thereby reducing the problem of costly turnover, comparison of turnover percentage and characteristic identification needed as reported by each group of retailers should add a deeper perspective to success development.

TABLE 29

1. EXCLUSIVE SPECIALTY STORE

Avg. Turnover During 3 Yrs.	Highest Rank Characteristics	Education Necessary	Experience Necessary	Main Reason for Leaving
2.5%	Appearance Integrity Attitude Oral Commun. Listening Empathy Enthusiasm Flexibility Leadership Social Adapt.	4 yrs.-40% 2 yrs.-60%	2 yrs.-40% 1 yrs.-60%	Marriage Pregnancy

The group that exhibited the lowest entry-level management trainee turnover of 2.5% during a three-year period also were the only group that ranked people-oriented characteristics such as empathy, enthusiasm, oral communications, listening and social adaptability as very important. They also stand alone in the method of selection process: first, they promote from within, drawing upon sales personnel with at leant six months experience as part of the organization; and generally, they do not promote from entry-level management positions for 1-1/2 years. Candidates need a 2 or 4 year degree for consideration into the training program.

TABLE 30

2. MEN'S SPECIALTY STORE

Avg. Turnover During 3 yrs.	Highest Rank Characteristics	Education Necessary	Experience Necessary	Main Reason for Leaving
15%	Attitude Enthusiasm Leadership Initiative Result-Oriented Assertiveness integrity Drive Stress Mgmt.	4 yrs. - 17.6% 2 yrs. - 64.7% 1 yr. - 17.6%	2 yrs. -58.8% 1 yr. - 41.2%	Salary Career dis-satisfaction Lacks manage-ment qualities.

The Men's Specialty Store averaged a 15% turnover during the past three years. The characteristics considered most important for success with their firm were attitude, enthusiasm and leadership. People oriented traits such as empathy and social adaptability ranked low in the average level of

Instead self motivation characteristics, such as initiative, result-oriented, assertiveness and drive were reported as necessary. Paradoxically, the management interviewed cited internal human relations as the key to low turnover. They believe in short-training periods to lessen job dissatisfaction, yet report lack of developed management characteristics as a main cause of turnover. Of the seventeen respondents, 64.7% preferred a 2 year degree, 17.6% a 1 year certificate, and 17.6% a 4 year degree. 58.8% preferred 2 years of past retailing experience, and 41.2% preferred 1 year experience.

TABLE 31

3. CHAIN STORE

Avg. Turnover during 3 years	Highest Rank Characteristics	Education Necessary	Experience Necessary	Main Reason for Leaving
15.3%	Delegation Attitude Decision-Making Leadership Organization Planning Integrity	4 years - 100%	2 years-31.2% 1 year -62.5% None - 6.3%	Long hours. Salary. Lack of dedication. Lack of training. Offers from others.

The Chain Stores interviewed reported an average of 15.3% turnover. They were the only group that placed delegation and decision-making equal in ranking to the highest level of importance characteristic of attitude. The characteristics of leadership, organization and planning fell closely behind in importance. Their training procedure as reported in the interview differed from the other groups studied in that they utilize a floating rotation system as a basis for training and increased responsibility as the trainee advances

in a two year time period. Education was given a high level of importance with 100% requirement of a 4 year degree. Experience needed was not given the same weight, with 62.5% preferring 1 year of retailing experience.

TABLE 32

4. DEPARTMENT STORE

Avg. Turnover during 3 years	Highest Rank Characteristics	Education Necessary	Experience Necessary	Main Reason for Leaving
21.7%	Attitude Result Oriented Oral Communications Flexibility Enthusiasm Initiative Assertiveness Drive Leadership	4 yrs.-100%	2 year-14.3% 1 year-71.4% None - 14.3%	Long hours Salary Impatient for raises and promotion Marriage Relocation

The department stores studied cited a 21.7% turnover during a 3 year period. They were the only group that experienced a higher turnover in the second year (40%) than the first year (10%). Next to attitude, result-oriented ranked as the most important characteristic for career success, supported by high rankings of initiative, assertiveness, drive and leadership. The training period is the longest of the retailing groups and generally holds the trainee for one year before his/her first promotion. They cite lack of promotion as one of the main causes of the trainee leaving the firm; however, their greatest turnover occurs after the first promotion. One hundred per cent considered a four-year degree necessary for career success, with 71.4% preferring at least one year of past retailing experience.

TABLE 33

5. DISCOUNT STORE

Avg. Turnover during 3 years	Highest Rank Characteristics	Education Necessary	Experience Necessary	Main Reason for Leaving
40%	Oral Communication Attitude Enthusiasm Listening Integrity Decision Making Leadership Organization Result-oriented Stability	4 yr-100%	5 years-10% 2 years-90%	Overhired Poor selection Salary Poor communication Forced Relocation

The Discount Store reported a 40% turnover, with 65% the first year; a reduction to 33% the second year; and 22% the third year. The characteristics of oral communication and listening were cited as extremely important for success in addition to attitude, enthusiasm, integrity and decision making. Noteworthy is the fact that "poor communication with management" was one of the reasons reported of trainees leaving the company.

The training period extends for one year with the first promotion planned within six months; however, past retailing experience was considered more important to this group than the others surveyed. Ninety per cent believed that to be successful in the discount store, the candidate should have two years prior retailing experience.

Those surveyed also believe that education was imperative, and would only consider for their management trainee program a four-year candidate as qualified.

TABLE 34

6. SHOE SPECIALTY STORE

Avg. Turnover during 3 years	Highest Rank Characteristics	Education Necessary	Experience Necessary	Main Reason for Leaving
40%	Appearance Integrity Attitude Enthusiasm Organization Drive Initiative	4 years - 33.3% 2 years - 33.3% 1 year - 33.3%	2 yrs.-66.7% 1 year-25.0% None - 8.3%	Poor Selection and training Promote too fast Salary Lack of management qualities

The Shoe Specialty Stores also reported a 40% turnover during a three-year period; however, they did not reduce their turnover the third year, but remained stabilized at 35%. Appearance and integrity outranked attitude and enthusiasm as the most important characteristic needed for career success. Communication and leadership skills ranked lower for this group than any other group studied. The training time is limited to one year with the first promotion occurring in six months; yet one of the main causes of employee termination is the lack of management abilities.

The respondents were equally split as to degree of education requirements (33.3% each) level; yet overall considered education not important to career success. Experience was considered of higher importance, with 66.7% desiring candidates with two years prior retailing experience.

TABLE 36

7. WOMEN'S SPECIALTY STORE

Avg. Turnover during 3 years	Highest Rank Characteristics	Education Necessary	Experience Necessary	Main Reason for Leaving
50%	Attitude Organization Listening Drive Flexibility Leadership Enthusiasm Planning Initiative	4 yr -None 2 yr - 60% 1 yr - 20% None - 20%	2 yr. - 6.7% 1 yr. -86.7% None - 6.7%	Poor recruitment and selection Forced relocation Unable to handle responsibility

Women's Specialty Store had a 50% turnover in the past three years. They and the Health Stores are the only groups out of the eight studied that do not seek four-year college graduates. The specialty store prefers to train from within and have a three-year training period with the first promotion occurring between six months to a year. In the second year, the initial 70% turnover is reduced to 40%.

Organization, drive, leadership, planning and social adaptability received exceptionally high ranking when compared to the other groups studied.

TABLE 37

8. HEALTH STORES

Avg. Turnover during 3 years	Highest Rank Characteristics	Education Necessary	Experience Necessary	Main Reason for Leaving
80%	Attitude Delegation Result oriented Integrity Drive Oral Communication Initiative	4 yrs. - 12.5% 2 yrs. - 50% 1 yr. - 25% None - 12.5%	2 yrs. - 50% 1 yr. - 25% None - 25%	Poor selection Salary

Health Stores reported an 85% turnover during the past three years, but are in a complete reorganization policy. They totally blame their problem on poor selection of candidates for entry-level management positions and are taking a new direction in recruitment and selection. Their training period is one year as are many of the other groups, but their first promotion can occur within three months which constitutes the fastest track of all retailers in the population chosen. Neither education nor experience are considered of importance by the Health Stores; yet 50% would choose a trainee with two-years experience over one with none.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A. Summary

This study was designed to determine if certain characteristics and attributes are needed for career success in entry-level management within the retailing industry and to identify the educational level and experience considered necessary.

A questionnaire, validated with pre-testing, was mailed to 130 store and/or personnel managers. A return response of 74.6% was received. Each characteristic defined and listed was ranked according to average level of importance, and further supported by the percentage of those who chose it as "very important" on the Likert Scale.

Attitude (defined as the mental readiness or implicit predispositions that exert a willingness to learn; display of a sense of urgency in getting things done; positive reactions; optimism characterizes outlook) far outranked the other characteristics needed for success in entry-level management by the retailers surveyed. Enthusiasm (keen, animated interest; eager devotion; ardor; zeal) ranked second. The third ranked characteristic was leadership. Leadership as defined in the questionnaire is an individual who has a specific effect on others which commands their respect, admiration, or affection and causes them to follow him/her. (One who gets a positive response from others and utilizes that response to bring about a desired action or course of action; possess direction and motivation.)

Communication characteristics varied considerably when defined as three separate entities. Oral communication ranked fourth in average level

of importance, with listening 10th, and written communication ranking 23rd out of 25. Overall people-oriented characteristics, such as empathy and social adaptability ranked 21st and 22nd, with inner-motivated characteristics, such as initiative and integrity balancing the higher ranking of fifth and sixth. Intellectual competency and creativity -- although considered needed characteristics -- ranked 24th and 25th.

Education and experience needed for success were identified separately as these characteristics required subdivision of time lines to present a clearer understanding of desirability. Fifty-one percent of the 97 responses considered a four-year degree necessary. The department, chain and discount stores each responsed 100% for the four-year degree candidate. The two-year degree was considered important by 32% of those surveyed; the one-year certificate received importance by 12.4%, and no post-secondary education 4.1%.

Prior retailing experience of two-years received a 42.3% by the respondents with 49.5% considering one year preferrable. Only 1% sought more experience, and 7.2% were satisfied with none.

To determine if there is a relationship between characteristics needed and type of retail store, the data collected from the questionnaires was divided into the following groups as to store type: department, chain, discount, women's specialty, men's specialty, shoe specialty, exclusive specialty, and health specialty. Each characteristic was then ranked from the responses received from that particular group. Although attitude remained first with five groups (department, women's, men's, exclusive, and health) it dropped to second with the remaining groups (chain, discount, and shoe). The other characteristics found different rank positions with each particular store type.

As according to past literature as cited in Chapter II of this study, there exists a scarcity of managerial talent. Excessively high personnel turnover (page 6) exemplifies this dilemma. To lend credibility to the nation's lament of a managerial gap, entry-level turnover percentage within this studys' geographical delimitations was identified through twelve personal interviews. The following questions were asked to identify the turnover percentage during the past three years and to identify the causes for this turnover:

1. During the last three-year period, what has been the percentage of entry-level management turnover?
2. Why do you think the personnel turnover of entry-level management is at this percent?
3. What has the company done to stabilize or decrease this percentage? Has it been successful. Why?
4. What is the main reason for leaving the company?
5. What is your method or procedure for selection of entry-level management personnel?
6. What is the average time spent in an entry-level management position before promotion.
7. What is the average training time needed in entry-level management?
8. After the first promotion, what is the turnover percentage?
9. Are there other responses that I should have sought that would contribute to this study?

Each executive interviewed (12) representing eight store types was very candid in their answers, and often accepted the store and training

program procedures rather than the trainee as the main cause for the turnover percentage. Of those interviewed, the turnover percentage ranged from 2.5% to 85%, with a 33.7% average for a three-year period. The largest turnover of 43.5% occurs during the first year, drops to 33.4% the second year, and 23.4% the third year. The training periods range from one to three years with the average first promotion granted after nine months.

Salary was reported by the retailers as the main cause for leaving in accordance with the long hours expected. Poor selection by the firms was the second major cause given, and in most cases, new recruitment procedures and policies were being tried or examined to insure a better quality of entry-level management trainees.

B. CONCLUSION

Entry-level management turnover is a costly expenditure for the retail industry. Each retailer, regardless of his/her store type feels to various degrees the need to decrease this cost. The greatest percentage of turnover occurs during the first year, and aside from the major reason given for leaving that of salary, poor candidate selection and inadequate training seem to show a lack of perspectiveness on both the employers and the employees as to what characteristics and attributes are needed for career success in entry-level management in the retail industry.

The characteristics of attitude, enthusiasm and leadership are needed by entry-level management trainees in the retail industry regardless of store type; however, the remaining characteristics are viewed from different importance levels according to store type. Each store has its

C. RECOMMENDATIONS

Based on the data collected pertaining to the characteristics and attributes needed and the percentage of turnover in the industry, the following recommendations are suggested to more successfully select and train entry-level management candidates.

1. Selection

   a. Establish stronger criteria and more realistic measurement formats for hiring entry-level management trainees.

      (1) Utilize aptitude testing and personality profiles.

   b. Conduct a series of candidate interviews with diversified levels of management from different divisions within the firms.

   c. List the characteristics proven necessary for career success within the firm, and do not hire candidates unless they exhibit through testing and/or interviews at least 75% of these characteristics.

      (1) Be realistic about what characteristics can be developed through management training and which cannot be. For example, if oral communication skills or enthusiasm is not shown on the interview, these characteristics may not emerge during the training period, whereas, stress management and planning are characteristics which can be taught and cultivated.

   d. Hire from within whenever possible. (The three firms that realized the lowest turnover in this study relied most heavily on internal selections.)

own image and must be dealt with individually. No general list of characteristics and attributes will aid the total retailing industry; however, such a list as found through this study is the first step in designing better selection procedures created on awareness of what characteristics and attributes to seek in potential candidates.

(1) Consider maturity level as judged by the characteristics of initiative, organization, delegation, self-confidence, stability and decision-making rather than only four-year degree candidates. Look for an educated person rather than a person with a degree. The educated person is one who, regardless of his/her exposure to formal education, has the intellectual competency plus the breadth of vision and the discipline of mind to cope with everyday problems and the ability to make decisions on facts rather than precedents.

e. Be sure the recruiter knows the job requirements, the responsibilities and the personal characteristics needed for success in entry-level positions.

(1) Ideally, the recruiter and/or final selector should have spent time employed in an entry-level management position.

f. Make sure the candidate fully understands the salary, long hours, time length to first promotion, need for relocation, and required job responsibilities.

(1) Have complete and clear job descriptions available for the candidates to read and discuss.

g. Do not overhire.

(1) Overhiring and then weeding out is too costly.

2. Training

   a. Have a 90-day probationary period. This would allow both the retailer and the potential trainee time to evaluation their choice of suitability.

D. GENERAL OBSERVATIONS AND RECOMMENDATIONS

With few exceptions, the retailers ranked empathy (ability to sense accurately the reactions of another person; capacity to recognize the clues and cues provided by others to relate effectively to them), and social adaptability (ability to establish effective relationships with superiors, peers, subordinates and customers; sensitivity to people) low in the rank analysis of characteristics and attributes needed for career success. The most obvious exception was the store type that had the lowest turnover percentage. Perhaps these characteristics are not being given the weight necessary for short range success. Felix Lopez, in The Making of a Manager, states that the lowest-level manager is concerned with activities directly related to people, with providing staff services, and with the direct supervision of work. He has the greatest face-to-face contact with people, and his decisions generally involve the activities of subordinates. We would, therefore, suppose that the personal requirements needed at this level would be social skills and the ability to establish effective working relationships with others.

A surface recommendation would be to increase the salary for entry-level management. This perhaps would attract more candidates, yet it is no guarantee that the characteristics desired would be evident. Instead perhaps consider a higher incruement salary scale based on performance.

b. Standardize training procedures throughout all the organizations' stores.

c. Utilize only those stores as training stations that have effective and dedicated managers.

d. Keep communications open between management-trainee, store manager and district office.

e. Develop effective employee performance evaluations. Have a six-month performance review. Utilize constructive criticism and then help the trainee to develop areas in which he/she is weak.

f. Do not promote trainee until ready, yet increase his/her responsibilities on a monthly basis.

APPENDICES

University of Pittsburgh

SCHOOL OF EDUCATION
Vocational Education

Appendix A

March 1, 1981

Mr. Jeff Kerr
Regional Personnel Manager
J. C. Penney Company
799 Castle Shannon Boulevard
Pittsburgh, PA 15234

Dear Jeff,

Personnel turnover is one of the major problems facing the retailing industry today. The contributing factors to this condition are many and varied, but I propose to focus my attention on one very critical area -- the education and selection of entry-level management personnel.

I have chosen as the title of my dissertation "The Characteristics and Attributes Needed for Career Success in Entry-Level Management". A questionnaire will be sent to the store managers and/or personnel managers in the Pittsburgh Standard Statistical Area, but it is essential that the critique of qualified leaders in this field be secured before the final form is prepared and mailed out. Would you please review the enclosed questionnaire to assure that the validity of the questions will provide answers consistent with the purpose of the doctorate study. Any additions or deletions would be appreciated, as your input is crucial to this study.

I will be calling you within the next few weeks to arrange a convenient time to review the questionnaire and, with your permission, to conduct a brief personal interview. Thank you for your time and consideration.

Sincerely,

Anne C. Ahearn

Anne C. Ahearn

PITTSBURGH, PA. 15260

NAME _____ STORE _____ TITLE _____

ENTRY LEVEL MANAGEMENT CHARACTERISTICS

The characteristics listed below are to be judged on their importance for entry-level management success. To place a value on each, would you carefully read the definition and rank the level of importance.

0 - Very Important
1 - Important
2 - Moderately Important
3 - Of Little Importance
4 - Unimportant

	Hi 0	1	2	3	Lo 4
1. APPEARANCE-maintains a professional appearance; well-groomed; very neat. Fashionable yet not flashy.					
2. APTITUDE -ability to acquire motor skills with training; can perform an act, either now or in the future.					
3. ASSERTIVENESS - ability to state positively; affirmation of one's right or claim. Disposed to vigorous activity;aggressiveness.					
4. ATTITUDE - mental readiness or implicit predispositions that exert a willingness to learn. Display a sense of urgency in getting things done; positive reactions; optimism characterizes outlook.					
5. CHALLENGE-ORIENTED - ability and courage to be decisive, to stick one's neck out to take side as necessary, to do the unpopular when necessary, to take a chance; courage to be bold; risk-taking.					
6. COMMUNICATION - has the technical knowledge to read, write, speak and listen. Writes letters, memos, and reports that are clear, concise and complete; excellent verbal presentations that are clear and compelling.					
7. CREATIVITY - utilizes innovative thinking; ability to see different and better ways of doing things; power to be a change agent.					
8. DECISION MAKING - combines thoughtfulness and responsibility with courage to act even to risk with the intelligence and flexibility to make generally sound judgments and learn from mistakes; establishes priorities.					
9. DELEGATION - ability to appropriately involve others. Maintains accountability, yet allows others to grow and learn through designated responsibilities.					
10. DRIVE - combination of physical and psychic energy that a person has for a specific task. Vigorous, industrious and action oriented. The amount of energy available for positive, ego-enchanting activity and the degree to which it can be harnessed for maximum application to a specific objective.					

ENTRY LEVEL MANAGEMENT CHARACTERISTICS	Hi 0	1	2	3	4 Lo
11. EGO-DRIVE - the inner need to persuade another individual as a means of gaining personal ambition; desire for responsibility; power oriented.					
12. EMPATHY - ability to sense accurately the reactions of another person. Capacity to recognize the clues and cues provided by others in order to relate effectively to them.					
13. ENTHUSIASM - keen, animated interest; eager devotion; ardor; zeal.					
14. FLEXIBILITY - ability to adjust to varying situations; openness. Resolution of disagreements and conflicts based on understanding and agreement; learning to change through the use of positive critique.					
15. INITIATIVE - a self-starter. Ability to act independently with imagination and resourcefulness. Willingness to accept responsibility.					
16. INTEGRITY - holds to high standards of truth, conduct, honesty, ethics and expects it of others. Word and promises are good; fair, trustworthy and unbiased in action.					
17. INTELLECTUAL COMPETENCE - uses intellectual, analytical and problem solving abilities. Strong in perceiving, remembering, abstracting and judging.					
18. INTENSITY - ability to handle a wide variety of problems, both as to scope and magnitude; to bear up under pressure. Ability to see the tough, often long and grinding tasks accomplished.					
19. LEADERSHIP - individual has a specific effect on others which commands their respect, admiration, or affection and causes them to follow him/her. Gets a positive response from others and utilizes that response to bring about a desired action or course of action. Possesses direction and motivation.					
20. ORGANIZATION - ability to see that plans, policies, and programs are carried through on a timely basis with modifications as necessary to bring about successful implementation. An ability to make things happen.					
21. PLANNING - coping with detail and possessing the capacity for tight organization of one's own work; foresight for short and long range goals.					
22. RESULT-ORIENTED - desire to develop quicker and more efficient ways of getting sound results. Goal motivated. Profit oriented.					
23. SELF CONFIDENCE - trust and confidence in one's own ability to handle the ordinary as well as the new, future or extra-ordinary demands of the position.					
24. SELF MANAGEMENT - organized work habits; utilizes time management principals; disciplined adherance to established order.					
25. SOCIAL ADAPTABILITY - ability to establish effective relationships with superiors, peers, subordinates and customers. Sensitivity to people.					

ENTRY LEVEL MANAGEMENT CHARACTERISTICS

Hi----------Lo
0 1 2 3 4

26. **STABILITY** - exhibits qualities of dependability, good follow-through, emotional steadiness and perseverance. Sincere and loyal.

27. EDUCATION (Check amount necessary)

4 year Degree	Marketing or related field
4 year Degree	Unrelated major
2 year Degree	Marketing or related field
2 year Degree	Unrelated major
1 year Certificate	Business School - Retail Management

COMMENTS _____

28. EXPERIENCE (Check amount necessary)

10 years retailing
5 years retailing
2 years retailing
1 year retailing
None

COMMENTS _____

ADDITIONAL COMMENTS ON ENTRY LEVEL MANAGEMENT CHARACTERISTICS:

Appendix C

RESPONSE QUESTIONNAIRE

The questionnaire which listed twenty-eight characteristics and attributes (developed through research) thought to be needed for success in entry-level management positions in the retailing industry showed the following results when pre-tested by the jury of respondents. During a personal interview, each characteristic was discussed by the respondent and the writer as to overall importance, clarity of definition, and possibility of retention or deletion from the proposed research questionnaire which will be mailed to 130 selected retail stores.

The jury of respondents included:

(2) Two full-line department store vice presidents

(2) Two full-line chain store regional personnel managers

(1) One full-line discount store regional personnel manager

(1) One full-line apparel specialty store personnel manager

(1) One full-line health food specialty store regional vice president

(2) Two men's specialty store district managers

(2) Two women's specialty store district managers

(1) One shoe specialty store regional manager

(12) Twelve total top management personnel

TABLE 1

Characteristic 1: Appearance - maintains a professional appearance; well-groomed; very neat. Fashionable yet not flashy.

Store Type	HI---------Lo 0	1	2	3	4
Department	1	1			
Chain/Discount	1	1	1		
Specialty	2	5			
TOTAL 154	4	7	1		

Appearance was considered by the jury of respondents as a key factor in promotability for entry-level employees. Each retail organization has a corporate image that must be projected by their employees. Department stores and the full-line apparel specialty store stress this image stronger than the chain/discount or other specialty stores, yet all interviewed believe that their entry-level management personnel should present a professional appearance to the public. One department store vice president stated, "You should always dress as if you were in the position you wish to be promoted to".

TABLE 2

Characteristic 2: Aptitude - ability to acquire motor skills with training; can perform an act, either now or in the future.

Store Type	HI---------LO 0	1	2	3	4
Department				2	
Chain/Discount	1	1		1	
Specialty	4	2	1		
TOTAL	5	3	1	3	

Eighty percent (80%) of the executives interviewed believed that aptitude as defined on the questionnaire was not applicable to entry-level management positions. Motor skills are not viewed as characteristics desired. Suggestions were given to list instead quantitative skills, or ability to learn and apply skills of the trade, not motor skills. Another suggestion was to include aptitude with intellectual competency. (Characteristic #17)

TABLE 3

Characteristic 3: Assertiveness - ability to state positively; affirmation of one's right or claim. Disposed to vigorous activity; aggressiveness.

Store Type	Hi---------Lo 0 1 2 3 4
Department	2
Chain/Discount	3
Specialty	1 6
TOTAL	3 9

Department stores and the health food specialty store ranked assertiveness as very important, with the other executives ranking it important. The interviewees considered this characteristic as imperative to the job success in the retailing industry.

TABLE 4

Characteristic 4: Attitude - mental readiness or implicit predispositions that exert a willingness to learn. Display of a sense of urgency in getting things done; positive reactions; optimism characterizes outlook.

Store Type	Hi---------Lo 0 1 2 3 4
Department	2
Chain/Discount	3
Specialty	7
TOTAL	12

Attitude is considered very important by all retail firms. It is one of the few characteristics that was agreed upon by the jury of respondents

as the most important. A chain store executive stated that without a stable positive attitude the remaining characteristics will not exercise themselves. Another reported, "A positive attitude combined with leadership will take the individual to success with result-oriented goals".

TABLE 5

Characteristic 5: Challenge-Oriented - ability and courage to be decisive, to stick one's neck out to take sides as necessary, to do the unpopular when necessary, to take a change; courage to be bold; risk-taking.

Store Type	Hi---------Lo 0 1 2 3 4
Department	Would not rank as defined
Chain/Discount	2 1
Specialty	1 2 Would not rank as defined
TOTAL	1 4 1

Interviews reviewed that the definition of challenge-oriented as defined needs to be revised. Ninety percent (90%) of the jury of respondents questioned the knowledge and the maturity of the entry-level manager to be able to challenge company policy. A specialty store executive said, "He is there to learn, not to criticize". A discount store regional manager stated, "A trainee needs courage and convictions up to a point. He should not take sides this early. He needs to acquire more facts, develop a reference point for discussion. Then he can ask 'Why thing are done', and seek the reasoning behind it. If it is a management decision and he does not agree, he should build a case to show his superiors that deals with facts".

Both department store vice presidents believe that challenge-oriented should be incorporated with the characteristic of be result-oriented.

TABLE 6

Characteristic 6: Communication - has the technical knowledge to read, write, speak and listen. Writes letters, memos, and reports that are clear, concise and complete; excellent verbal presentations that are clear and compelling.

	Hi---------Lo				
Store Type	0	1	2	3	4
Department		2			
Chain/Discount	1	1	1		
Specialty	3	2	2		
TOTAL	4	5	3		

Communication skills were evaluated by the jury of respondents as necessary for success in entry-level management, but confusion did exist as to the above definition on the questionnaire. The interviews did reveal that oral communication is viewed as more important than written communication. Suggestions were given to divide communication skills into three categories: oral; written; and listening.

A specialty store executive expressed his concern as to entry-level trainees lack of dealing with facts and not adhering to specifics. He believes that the retailing profession must deal only with facts and not "gut feeling" to be profit-oriented.

A department store vice-president has not considered potential entry-level management candidates because of their lack of clear verbal expression on the interview, and has not considered entry-level trainees for promotion because of their inability to compose concise memos. She stated, "Grammar and spelling should be stressed more in colleges and universities".

A chain store regional manager would like to have his company institute a reading-comprehension test as part of the hiring criteria, as he believes that so many of the corporate directives are misinterpreted. He also questioned the listening ability of today's graduates. He said, "A successful entry-level manager should be able to hear directions once, and follow them through without a million questions the next day".

TABLE 7

Characteristic 7: Creativity - utilizes innovative thinking; ability to see different and better ways of doing things; power to be a change agent.

Store Type	Hi---------Lo 0	1	2	3	4
Department		2			
Chain/Discount	1	1	1		
Specialty			7		
TOTAL	1	3	8		

Aside from one chain store, creativity is considered a characteristic not specifically needed at the entry-level management position; however, it is a desirable attribute to possess for promotion consideration. Middle

and top management should be more concerned with having this characteristic as they have the power to be a change agent.

TABLE 8

Characteristic 8: Decision-Making - combines thoughtfulness and responsibility with courage to act even to risk with the intelligence and flexibility to make generally sound judgments and learn from mistakes; establishes priorities.

Store Type	Hi 0	1	2	3	Lo 4
Department		2			
Chain/Discount	1	1	1		
Specialty	2	3		1	1
TOTAL	3	6	1	1	1

Decision-making as defined created a wide range of responses as to importance. Upon questioning the jury, each perceived decision-making as an important characteristic for the entry-level manager, but required different dimensions of judgments.

The department and chain-stores consider decision-making as a skill considered in the hiring criteria, but would prefer that new employees deal with learning to utilize the companies established policies and procedures rather than make judgments as to their worth. A department store executive stated that the entry-level individual does not have the authority to make decisions. A chain-store regional manager said, "Company decisions are not the responsibility of entry-level trainees, more important is the ability to decide priorities.

Fifty percent (50%) of the specialty stores interviewed believed that decision-making was a prime key to success in an entry-level position, but strongly adhered to the philosophy that it is top management responsibility to train and develop the new employee in decision-making. The other 50% reported that the entry-level trainee needs to develop more common sense and sound judgment before he can make decisions for the company. "Those at store level cannot change policies. Suggestions for change are welcomed, but actually changes must come through top management," said a regional manager. "Setting priorities is the decision-making characteristic needed at entry-level management."

TABLE 9

Characteristic 9: Delegation - ability to appropriately involve others. Maintains accountability, yet allows others to grow and learn through designated responsibilities.

Store Type	Hi---------Lo 0	1	2	3	4
Department			2		
Chain/Discount		2	1		
Specialty	1	5	1		
TOTAL	1	7	4		

Delegation is considered more of a characteristic needed for middle or top management. Its importance is more evident in the last phases of the trainee programs, and should be a large part of the retail firm's

responsibility in training the employee for entry-level management was the general concensus of the jury of respondents. A chain-store regional manager stated, "An entry-level position does not allow for delegation. He is being trained, not training others. Priority-setting would be a more valid criteria for success."

TABLE 10

Characteristic 10: Drive - combination of physical and psychic energy that a person has for a specific task. Vigorous, industrious and action oriented. The amount of energy available for positive ego-enchanting activity and the degree to which it can be harnessed for maximum application to a specific objective.

Store Type	Hi---------Lo 0 1 2 3 4
Department	2
Chain/Discount	3
Specialty	7
TOTAL	9 3

Drive as defined in the questionnaire was given top ranking by the department and specialty stores. They stated that without zealous energy and ambition, success cannot be achieved in the retailing industry. One department store executive said, "In the entry-level position, long hours, constant pressure and little compensation can only be balanced by excessive drive.'

The chain-stores ranked drive as important, but were of the opinion that because their training programs were longer in length and lower-keyed

in atmospher than the department and specialty stores, their trainees did not need to be as high-geared.

TABLE 11

Characteristic 11: Ego-Drive - the inner need to persuade another individual as a means of gaining personal ambition; desire for responsibility; power oriented.

Store Type	Hi---------Lo 0	1	2	3	4
Department			1	1	
Chain/Discount			3		
Specialty		3	3		1
TOTAL		3	7	1	1

Nine of the twelve executives interviewed suggested that the characteristic of ego-drive be eliminated from the final questionnaire. A specialty store executive adamantly objected to a positive connotation of ego-drive. He stated that an individual with strong ego-drive will not be successful in entry-level management as this characteristic causes problems with other employees whether peers, subordinates or supervisors.

TABLE 12

Characteristic 12: Empathy - ability to sense accurately the reactions of another person. Capacity to recognize the clues and cues provided by others in order to relate effectively to them.

TABLE 12 - (continued)

Store Type	Hi 0	1	2	3	Lo 4
Department			2		
Chain/Discount		2	1		
Specialty	4	3			
TOTAL	4	5	3		

Specialty stores ranked empathy as either very important or important. They consider their stores as individual operations wherein only 5 to 10 employees are involved, and understanding between employees is imperative. They also believe in personalized customer service so that empathy to customer needs must be obtained for success.

The chain and department stores ranked empathy as important or moderately important. No specific reasons were given by those interviewed, but an assumption could be drawn that the larger the store unit, the less empathy is required for sucess as an entry-level manager.

TABLE 13

Characteristic 13: Enthusiasm - keen, animated interest; eager devotion; ardor; zeal.

Store Type	Hi 0	1	2	3	Lo 4
Department	1	1			
Chain/Discount	3				
Specialty	3	4			
TOTAL	7	5			

Enthusiasm ranked very high as a characteristic needed for success. Each of the jury of respondents considered this attribute as essential for promotability.

TABLE 14

Characteristic 14: Flexibility - ability to adjust to varying situations; openness. Resolution of disagreements and conflicts based on understanding and agreement; learning to change through the use of positive critique.

Store Type	Hi---------Lo 0 1 2 3 4
Department	2
Chain/Discount	3
Specialty	5 2
TOTAL	10 2

The jury of respondents ranked flexibility as a very important characteristic necessary for the entry-level manager position. The department and chain stores expect trainees to quickly shift from department to department and situation to situation with ease. A chain-store regional manager reported, "Our trainees are judged upon their ability to adjust to all areas of merchandise lines. A true merchant can manage any product line".

As evaluation critiques are part of training programs within each retail firm interviewed, the ability to change through use of positive critique is mandatory for success. The department stores strongly rely on the entry-level managers ability to adjust to the company's policies

and procedures. One vice president stated, "If a trainee does not have the flexibility to resolve his conflicts with our procedures, he will be unhappy here and be unproductive for us. He needs to adjust his thinking, not just for adjustment sake, but because he understands these procedures will be more productive".

TABLE 15

Characteristic 15: Initiative - a self-starter. Ability to act independently with imagination and resourcefullness. Willingness to accept responsibility.

Store Type	Hi---------Lo 0 1 2 3 4
Department	2
Chain/Discount	3
Specialty	4 3
TOTAL	9 3

Initiative was considered to be a prime requisite for success in entry-level management. A majority of the jury of respondents suggested that self-motivation should be included in the definition of initiative.

A chain-store regional manager said, "Retailing requires self-motivation to get the job done. Skills can abound but a potential candidate for upper management must show that he can be a self-starter".

TABLE 16

Characteristic 16: Integrity - holds to high standards of truth, conduct, honesty, ethics and expects it of others. Word and promises are good; fair, trustworthy and unbiased in action.

Table 16 (continued)

Store Type	Hi 0	1	2	3	Lo 4
Department Store	2				
Chain/Discount	3				
Specialty	7				
TOTAL	12				

Integrity received 100% consideration as being very important by all executives interviewed. This characteristic was one of the few that was agreed upon by the jury of respondents as being a top requisite for success.

TABLE 17

Characteristic 17: Intellectual Competence - uses intellectual, analytical and problem-solving abilities. Strong in perceiving, remembering, abstracting, and judging.

Store Type	Hi 0	1	2	3	Lo 4
Department		2			
Chain/Discount	1	1	1		
Specialty	1	2	4		
TOTAL	2	5	5		

Although intellectual competence was ranked as a important characteristic, the data gathered by the personal interviews revealed that top management does not expect one in entry-level positions to be a genius, but rather

to be of average competency. A vice-president of a discount store stated that entry-level trainees should be strong in perceiving and remembering but the traits of abstracting and judging are not really needed until a middle management position is achieved. A department store executive said, "Analystical and problem-solving abilities are very important characteristics sought for in entry-level candidates; yet, the attribute considered as more of a hire, not hire position is that of possessing mathematical skills. Retailing requires 50% of the time involved in some form of math, whether it be in computing productivity or gross margin, quantitative skills must be keen to succeed up the corporate ladder".

TABLE 18

Characteristic 18: Intensity - ability to handle a wide variety of problems, both as to scope and magnitude; to bear up under pressure. Ability to see the tough, often long and grinding tasks accomplished.

Store Type	Hi----------Lo 0 1 2 3 4
Department	1 1
Chain/Discount	1 2
Specialty	1 6
TOTAL	3 9

Intensity was ranked either very important or important by all type of retailers inverviewed. The ability to handle a wide variety of problems under pressure was not questioned by the jury of respondents but the following changes were suggested: (1) Use the word persistence rather than intensity

to express the characteristic needed to deal with the multitude of conflicting problems that arise from customers, subordinates and superiors; (2) Use the term stress management rather than intensity. To be successful in retailing, you must realize that today more than every the retailers are profit-oriented. A specialty store regional manager stated "The human relation characteristics are necessary for success; however, without 'beating last years' figures you are fired. Pressures are constant; therefore, stress exists at a high level. One respondent said, "To be in retailing, you have to be a masochist".

TABLE 19

Characteristic 19: Leadership - individual has a specific effect on others which commands their respect, admiration, or affection and causes them to follow him/her. Gets a positive response from others and utilizes that response to bring about a desired action or course of action. Possesses direction and motivation.

Store Type	Hi---------Lo 0 1 2 3 4
Department	1 1
Chain/Discount	2 1
Specialty	6 1
TOTAL	9 3

Leadership ranked second (as did integrity) to the characteristic of attitude, as the most important attribute needed for success in an entry-level

management position. A specialty store district manager selects her management candidates by the leadership qualities above all others. She observes the sales personnel in her stores for evidence of traits of direction and motivation to their peers, and if they exhibit such leadership qualities, they are strong candidates for positions in front-line supervisory positions. Another specialty store district manager stated, "We are a people business and people must be led. But cautioned that middle or top management must first lead the entry-level manager in the way of company policies. The entry-level manager is in a training position, we must develop his leadership characteristics in coherence with the firms."

TABLE 20

Characteristic 20: Organization - ability to see that plans, policies, and programs are carried through on a timely basis with modification as necessary to bring about successful implementation. An ability to make things happen.

Store Type	Hi---------Lo 0 1 2 3 4
Department	1 1
Chain/Discount	1 1 1
Specialty	1 2 4
TOTAL	3 4 5

Although organization was considered a necessary characteristic for success in retailing, critique was expressed as to the inclusion in the questionnaire definition. Two chain stores and three specialty store

executives questioned the usage of the term modification. They believed that organization as applied to the entry-level manager should be limited to carrying through the company's policies on a timely basis without modification. Again, the assemption being that entry-level positions require adherance to established policies without alteration.

Modification or changes should not be made except by top management. A department store vice president suggested that time management be included in the definition of organization, and agreed with the specialty store district manager who had suggested that self-management (listed as characteristic 24 on the questionnaire) should be part of the characteristic definition of organization.

TABLE 21

Characteristic 21: Planning - coping with detail and possessing the capacity for tight organization of one's own work; foresight for short and long range results.

Store Type	Hi----------Lo 0	1	2	3	4
Department		2			
Chain/Discount	1	2			
Specialty	2	4	1		
TOTAL	3	8	1		

Planning was considered as essential by the jury of respondents but in varying degrees. Today in department and full-line chain stores an entry-level manager must have the ability to develop formal goal statements:

identify potential resources and develop criteria. Planning is an integral part of the Management By Objectives (MBO) theory that is the measure of criteria used by large retailing firms.

TABLE 22

Characteristic 22: Result Oriented - desire to develop quicker and more efficient ways of getting sound results. Goal motivated. Profit oriented.

Store Type	Hi---------Lo 0 1 2 3 4
Department	2
Chain Discount	3
Specialty	3 4
TOTAL	8 4

As part of the MOB system each entry-level manager is measured by his goal achievement and within his goals, store profit is always included. "Today with the unstable economy and rising salary costs, competition is at a peak; therefore, cost-cutting and higher productivity must be attained. The entry-level manager has to show he can reach higher sales volumes with less cost or he will not succeed. Results must be high in his list of priorities", said a chain store regional manager.

TABLE 23

Characteristic 23: Self-Confidence - trust and confidence in one's own ability to handle the ordinary as well as the new, future or extra-ordinary demands of the position.

Table 23 (continued)

Store Type	Hi---------Lo 0 1 2 3 4
Department	1 1
Chain/Discount	2 1
Specialty	3 3 1
TOTAL	6 5 1

A specialty store regional manager expressed, "Self-confidence is a trait that should be shown on the interview for an entry-level management position. Often the trainee must open and close the store, he must have self-confidence in his ability to handle situations on his own with the manager to always be at his side for directions.

TABLE 24

Characteristic 24: Self-Management - organized work habits; utilizes time management principals; disciplined adherance to established order.

Store Type	Hi------ ---Lo 0 1 2 3 4
Department	1 1
Chain/Discount	1 2
Specialty	3 3 1
TOTAL	5 6 1

Self-management as defined was ranked as very important and important by the executives interviewed, but as explained under Characteristic 20 - Organization, suggestions were given to combine these two characteristics on the final questionnaire.

TABLE 25

Characteristic 25: Social Adaptability - ability to establish effective relationships with superiors, peers, subordinates and customers. Sensitivity to people.

Store Type	Hi---------Lo 0	1	2	3	4
Department		1	1		
Chain/Discount	1	1	1		
Specialty	3	3	1		
TOTAL	4	5	3		

The retailers known for their personal customer service ranked this characteristic as very important. One specialty store vice president considered social adaptability as being essential to promotion. She stated, "In our store, we aim for amicable relationships between all employees. We are small in size compared to a full-line department store, yet we have over 100 employees in this location. Everybody knows everybody else. In management we make a point of talking to each employee as much as possible. A friendly hello lets the employee know we care. We require that our employees call the customer by name as repeat business is our greatest asset. We are known for personal service. That is one reason our image has grown nationwide."

TABLE 26

Characteristic 26: Stability - exhibits qualities of dependability, good follow-through, emotional steadiness and perseverance. Sincere and loyal.

Table 26 (continued)

Store Type	Hi 0	1	2	3	Lo 4
Department			2		
Chain/Discount		1	2		
Specialty		3	3	1	
TOTAL		4	7	1	

Stability is a requirement looked for in entry-level management candidates. The chain stores believed that sincerity and loyalty over the long-run were hard to find. One executive said, "We train the entry-level manager and then he is stolen by the head-hunters who do not have extensive training programs such as ours. Loyalty flees when larger salaries are offered."

TABLE 27

Characteristic 27: Education

Store Type	Hi 0	1	2	3	Lo 4
Department			2		
Chain/Discount				3	
Specialty		1		2	4
TOTAL		3	3	2	4

Education was the only characteristic on the questionnaire considered as Unimportant.

A clear-cut distinction arose between the formal education thoughts to be needed for success and the type of retail store. The department stores hold fast to the importance of education and in most cases are desirous of four-year degree graduates. They would prefer a marketing or business major, but would consider a candidate from another area if he had prior retailing experience. Their philosophy is built upon the concept that the college or university graduates possess a higher level of maturity and decision-making skills. A department store vice president stated that he seeks for his company's management trainee program graduates who have lived away from home during their college years because this person has already exhibited self-management and responsibility.

The chain/discount store jury of respondents ranked education as Moderately Important. They, too, prefer the four-year degree graduates, but they would consider a lesser amount of formal education if the potential trainee is willing to accept a longer training work-program, and if he has at least two years of retailing experience. These stores would also give credit for Marketing and Distributive Education experience during the high school years to former students who desired to remain with their firm.

With only one exception, the specialty stores ranked education low as a needed characteristic for success in entry-level management. They prefer the one or two-year graduate who has majored in marketing or the in-house employee who has shown leadership, integrity, and stability. A specialty store regional manager said, "Age and maturity is more important than education. I want people who are willing to learn our techniques, not those who intend to apply text theory learned in a classroom from a professor who is out of touch with retailing today." Another stated, "Give

me a quick learner who is not afraid to work long hours, not a college graduate who will leave when she finds out the job is not glamorous." Still another stated, "Today we are seeking the older mature women, who will stay and not hop from company to company. Our turnover with young college graduates has put our company in a choatic state which we are just now recovering from."

TABLE 28

Characteristic 28: Experience

Store Type	Hi---------Lo 0	1	2	3	4
Department		2			
Chain/Discount		2	1		
Specialty			4	3	
TOTAL		4	5	3	

The jury of respondents agreed that prior retailing experience can be an asset but differed in the amount of importance that it brings to success. Regardless of type of retail firm, each interviewee preferred one to two years of retailing background, but would consider "none" if the candidate showed extremely strong potential for the field.

University of Pittsburgh

SCHOOL OF EDUCATION
Vocational Education

Appendix D

Personnel turnover is one of the major problems facing the retailing industry today. The contributing factors to this condition are many and varied, but I propose to focus my attention on one very critical area in the education and selection of entry-level management personnel.

I have chosen as the title of my dissertation "The Characteristics and Attributes Needed for Career Success in Entry-Level Management." A preliminary questionnaire was critiqued and validated by Mr. Jeff Kerr during a personal interview. With his guidance and permission, I am asking you to please complete and return the final questionnaire.

Your expertise is needed to provide quality statistical data crucial for the completion of the doctorate study.

Sincerely,

A. C. Ahearn

Anne C. Ahearn

Enclosure

PITTSBURGH, PA. 15260

NAME_____ STORE_____ TITLE_____

ENTRY LEVEL MANAGEMENT CHARACTERISTICS

The characteristics listed below are to be judged on their importance for entry-level management success. To place a value on each, would you carefully read the definition and rank the level of importance

0 - Very Important
1 - Important
2 - Moderately important
3 - Of Little Importance
4 - Unimportant

	Hi 0	1	2	3	Lo 4
1. APPEARANCE - maintains a professional appearance; well-groomed; very neat. Fashionable yet not flashy.					
2. ASSERTIVENESS - ability to state positively, affirmation of one's right or claim. Disposed to vigorous activity, aggressiveness.					
3. ATTITUDE - mental readiness or implicit predispositions that exert a willingness to learn. Display of a sense of urgency in getting things done; positive reactions; optimism characterizes outlook.					
4. COMMUNICATION ORAL - ability to express one's self with clarity, to make an effective presentation and to think clearly on one's feet.					
WRITTEN - ability to prepare a well-written report; can properly and effectively use the English language. Writes letters, memos, and reports that are clear, concise, and complete.					
LISTENING - ability to be a perceptive observer and responsive listener. Has long attention span of comprehensive powers.					
5. CREATIVITY - utilizes innovative thinking; ability to see different and better ways of doing things; power to be a change agent.					
6. DECISION MAKING - ability to be objective and logical in making judgments. The strength to take responsibility for decisions, and direct action resulting from such decisions. Combines thoughtfulness and responsibility with the intelligence and flexibility to make generally sound judgments and learn from mistakes. Establishes priorities according to store policies.					

ENTRY LEVEL MANAGEMENT CHARACTERISTICS	Hi---------Lo 0	1	2	3	4
7. **DELEGATION** - ability to appropriately involve others. Maintains accountability, yet allows others to grow and learn through designated responsibilities.					
8. **DRIVE** - combination of physical and psychic energy that a person has for a specific task. Vigorous, industrious and action-oriented. The amount of energy available for positive, ego-enchanting activity and the degree to which it can be harnessed for maximum application to a specific objective.					
9. **EMPATHY** - ability to sense accurately the reactions of another person. Capacity to recognize the clues and cues provided by others to relate effectively to them.					
10. **ENTHUSIASM** - keen, animated interest; eager devotion; ardor; zeal.					
11. **FLEXIBILITY** - ability to adjust to varying situations; openness. Resolution of disagreements and conflicts based on understanding and agreement; learning to change through use of positive critique.					
12. **INITIATIVE** - a self-starter. Ability to act independently with imagination and resourcefulness. Willingness to accept responsibility. Motivated by self-achievement; initiates rather than always responds.					
13. **INTEGRITY** - holds to high standards of truth, conduct, honesty, ethnics and expects it of others. Word and promises are good; fair; trustworthy and unbiased in action.					
14. **INTELLECTUAL COMPETENCE** - uses intellectual, analytical and problem solving abilities. Strong in perceiving, remembering, abstracting judging. Has high ability in quantitative skills; is a quick learner.					
15. **INTENSITY** - ability to handle a wide variety of problems, both as to scope and magnitude; to bear up under pressure. Ability to see the tough, often long and grinding tasks accomplished. A high degree of persistence.					
16. **LEADERSHIP** - individual has a specific effect on others which commands their respect, admiration, or affection and causes them to follow him/her. Gets a positive response from others and utilizes that response to bring about a desired action or course of action. Possesses direction and motivation.					

ENTRY LEVEL MANAGEMENT CHARACTERISTICS

	Hi 0	1	2	3	Lo 4
17. ORGANIZATION - ability to see that plans, policies, and programs are carried through on a timely basis to bring about successful implementation. Has organized work habits, and utilizes time management principals. An ability to make things happen.					
18. PLANNING - coping with detail and possessing the capacity for tight organization of one's own work; foresight for short and long range goals.					
19. RESULT-ORIENTED - desire to develop quicker and more efficient ways of getting sound results. Goal motivated. Profit oriented.					
20. SELF CONFIDENCE - trust and confidence in one's own ability to handle the ordinary as well as the new, future or extra-ordinary demands of the position.					
21. SOCIAL ADAPTABILITY - ability to establish effective relationships with superiors, peers, subordinates and customers. Sensitivity to people.					
22. STABILITY - exhibits qualities of dependability, good follow-through, emotional steadiness and perseverance. Sincere and loyal.					
23. STRESS MANAGEMENT - ability to cope; can control emotions, deal with failure, tolerate ambiguity, and accept success appropriately.					

24. EDUCATION (check amount necessary)

_____	4 year Degree	Marketing or related field
_____	4 year Degree	Unrelated Major
_____	2 year Degree	Marketing or related field
_____	2 year degree	Unrelated Major
_____	1 year certificate	Business School - Retailing

COMMENTS:

ENTRY LEVEL MANAGEMENT CHARACTERISTICS

25. EXPERIENCE (check amount necessary)

_____ 5 years retailing
_____ 2 years retailing
_____ 1 year retailing
_____ None

COMMENTS:

ADDITIONAL COMMENTS ON ENTRY LEVEL MANAGEMENT CHARACTERISTICS:

TABLE 29

IDENTIFICATION OF THE CHARACTERISTICS AND ATTRIBUTES NEEDED FOR CAREER SUCCESS IN ENTRY-LEVEL MANAGEMENT AS REPORTED BY THE INDUSTRY:

LEVEL OF IMPORTANCE

0 - Very important
1 - Important
2 - Moderately important
3 - Of little importance
4 - Unimportant (none reported)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod.Imp No.	%	3 Lit.Imp. No.	%	*Avg. Imp.
1. Appearance - maintains a professional appearance; well-groomed; very neat. Fashionable yet not flashy.										
No. Resp.										
14	Department	--	--	7	50	7	50	--	--	1.5
16	Chain	6	37.5	6	37.5	4	25	--	--	.88
10	Discount	2	20	8	80	-	--	--	--	.80
15	Women's Spec.	2	13.3	12	80	1	6.7	--	--	.93
17	Men's Spec.	2	11.8	15	88.2	-	--	--	--	.88
12	Shoe Spec.	11	91.7	1	8.3	-	--	--	--	.08
5	Exec. Spec.	5	100.0	--	--	-	--	--	--	0
8	Health Spec	1	12.5	4	50.0	3	37.5	--	--	1.25
97	TOTAL	29	29.9	53	54.7	15	15.5	--	--	.86

* Average level of importance is computed by number of level of importance responses checked times the level of importance value, then divided by the number of total respondents. Lower value = higher importance.

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
2. Assertiveness - ability to state positively, affirmation of one's right of claim. Disposed of vigorous activity, aggressiveness.	Department	10	71.4	2	14.3	2	14.3	--	--	.43
	Chain	--	--	13	81.3	3	18.8	--	--	1.19
	Discount	1	10.0	8	80.0	1	10.0	--	--	1.00
	Women's Spec.	1	6.7	10	66.7	4	26.7	--	--	1.20
	Men's Spec.	14	82.3	2	11.8	1	5.9	--	--	.23
	Shoe Spec.	2	16.7	10	83.3	-	--	--	--	.83
	Exec. Spec.	--	--	5	100.0	-	--	--	--	1.00
	Health	3	37.5	5	62.5	-	--	--	--	.63
	TOTAL	31	32	55	57	11	11	--	--	.79

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
3. Attitude - mental readiness or implicit predispositions that exert a willingness to learn. Display of a sense or urgency in getting things done; positive reactions; optimism characterizes outlook.										
	Department	14	100.0	--	--	--	--	--	--	0
	Chain	12	75.0	4	25.0	--	--	--	--	.25
	Discount	8	80.0	2	20.0	--	--	--	--	.20
	Women's Spec.	14	93.3	1	6.67	--	--	--	--	.07
	Men's Spec.	17	100.0	--	--	--	--	--	--	0
	Shoe Spec.	10	83.3	2	16.7	--	--	--	--	.17
	Exec. Spec.	5	100.0	--	--	--	--	--	--	0
	Health	8	100.0	--	--	--	--	--	--	0
	TOTAL	88	91	9	09	--	--	--	--	.098

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
4. Communication										
Oral - ability to express one's self with clarity, to make an effective presentation and to think clearly on one's feet.										
	Department	12	85.7	1	7.1	1	7.1	--	--	.21
	Chain	8	50.0	8	50.0	--	--	--	--	.50
	Discount	9	90.0	1	10.0	--	--	--	--	.10
	Women's Spec.	8	53.3	5	33.3	2	13.3	--	--	.60
	Men's Spec.	11	64.7	6	35.3	--	--	--	--	.35
	Shoe Spec.	6	50.0	6	50.0	--	--	--	--	.50
	Exec. Spec	5	100.0	--	--	--	--	--	--	0
	Health	5	62.5	3	37.5	--	--	--	--	.38
	TOTAL	64	66	30	31	3	03	--	--	.37

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
Written - ability to prepare a well-written report; can properly and effectively use the English language. Writes letters, memos, and reports that are clear, concise, and complete.										
	Department	--	--	8	57.1	6	42.8	--	--	1.43
	Chain	5	31.3	10	62.5	1	6.3	--	--	.75
	Discount	2	20.0	7	70.0	1	10.0	--	--	.90
	Women's Spec.	1	6.67	13	86.7	1	6.7	--	--	1.00
	Men's Spec.	--	--	13	76.5	4	23.5	--	--	1.24
	Shoe Spec.	4	33.3	4	33.3	4	33.3	--	--	1.00
	Exec. Spec.	4	80.0	1	20.0	-	--	--	--	.20
	Health	3	37.5	5	62.5	-	--	--	--	.63
	TOTAL	19	20	61	63	17	18	--	--	.98

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
Listening - ability to be a perceptive observer and responsive listener. Has long attention span and comprehensive powers.										
	Department	4	28.6	6	42.9	4	28.6	--	--	1.00
	Chain	8	50.0	8	50.0	-	--	--	--	.50
	Discount	7	70.0	3	30.0	-	--	--	--	.30
	Women's Spec.	11	73.3	4	26.7	-	--	--	--	.27
	Men's Spec.	5	29.4	12	70.6	-	--	--	--	.71
	Shoe Spec.	6	50.0	6	50.0	-	--	--	--	.50
	Exec. Spec.	5	100.0	--	--	-	--	--	--	0.00
	Health	3	37.5	3	37.5	2	25.0	--	--	.88
	TOTAL	49	51	42	43	6	06	--	--	.56

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
5. Creativity - utilizes innovative thinking; ability to see different and better ways of doing think; power to be change agent.										
	Department	5	35.70	8	57.10	1	7.10	--	--	.71
	Chain	4	25.00	8	50.00	4	25.00	--	--	1.00
	Discount	1	6.67	10	90.0	--	--	--	--	.90
	Women's Spec.	1	6.67	7	46.70	6	40.00	1	6.67	1.47
	Men's Spec.	4	23.50	9	52.90	4	23.50	--	--	1.00
	Shoe Spec.	3	25.00	4	33.30	5	41.70	--	--	1.17
	Exec. Spec.	--	--	--	--	5	100.00	--	--	2.00
	Health	1	12.50	3	37.50	4	50.00	--	--	1.38
	TOTALS	19	20	48	49	29	30	1	01	1.12

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
6. Decision Making - ability to be objective and logical in making judgments. The strength to take responsibility for decisions, and direct actions resulting from such decisions. Combines thoughtfulness and responsibility with the intelligence and flexibility to learn from mistakes. Establishes priorities according to store policies.										
	Department	5	35.70	6	42.90	3	21.40	--	--	.86
	Chain	12	75.00	4	25.00	--	--	--	--	.25
	Discount	7	70.00	2	20.00	1	10.00	--	--	.40
	Women's Spec.	6	40.00	9	60.00	--	--	--	--	.60
	Men's Spec.	11	64.70	3	17.60	2	11.80	1	5.90	.59
	Shoe Spec.	3	25.00	3	25.00	3	25.00	3	25.00	1.50
	Exec. Spec.	--	--	5	100.00	--	--	--	--	1.00
	Health	4	50.00	4	50.00	--	--	--	--	.50
	TOTAL	48	49	36	37	9	09	4	04	.68

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
7. Delegation - ability to appropriately involve others. Maintains accountability yet allows others to grow and learn through designated responsiblities.										
	Department	4	28.60	6	42.90	4	28.60	--	--	1.00
	Chain	13	81.30	2	12.50	1	6.30	--	--	.25
	Discount	6	60.00	2	20.00	2	20.00	--	--	.60
	Women's Spec.	5	33.33	10	66.70	--	--	--	--	.67
	Men's Spec.	5	29.40	10	58.80	2	11.80	1	--	1.00
	Shoe Spec.	3	25.00	8	66.70	1	8.30	--	--	.83
	Exec. Spec.	2	40.00	3	60.00	--	--	--	--	.60
	Health	8	100.00	--	--	--	--	--	--	0.00
	TOTAL	46	47	41	42	10	10	1	01	.66

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
8. Drive - combination of physical and psychic energy that a person has for a specific task. Vigorous, industrious and action oriented. The amount of energy available for positive, ego-enchanting activity and the degree to which it can be harnessed for maximum application to a specific objective.										
	Department	10	71.40	2	14.30	2	14.30	--	--	.43
	Chain	2	12.50	13	81.30	1	6.30	--	--	.94
	Discount	3	30.00	6	60.00	1	10.00	--	--	.80
	Women's Spec.	11	73.30	4	26.70	--	--	--	--	.27
	Men's Spec.	13	76.50	3	17.60	1	5.90	--	--	.29
	Shoe Spec.	8	66.70	3	25.00	1	8.30	--	--	.33
	Exec. Spec.	4	80.00	1	20.00	--	--	--	--	.20
	Health	5	62.50	3	37.50	--	--	--	--	.38
	TOTAL	56	58	35	36	6	06	--	--	.49

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
9. Empathy - ability to sense accurately the reactions of another person. Capacity to recognize the clues and cues provided by others to relate effectively.										
	Department	--	--	6	42.90	3	57.10	--	--	1.60
	Chain	5	31.30	8	50.00	3	18.80	--	--	.88
	Discount	2	20.00	7	70.00	1	10.00	--	--	.90
	Women's Spec.	6	40.00	8	53.30	1	6.67	--	--	.67
	Men's Spec.	3	17.60	14	82.30	--	--	--	--	.82
	Shoe Spec.	4	33.30	6	50.00	2	16.70	--	--	.83
	Exec. Spec.	5	100.00	--	--	--	--	--	--	0.00
	Health	2	25.00	2	25.00	4	50.00	--	--	1.25
	TOTAL	27	28	51	53	19	20	--	--	.92

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
10. Enthusiasm - keen, animated interest; eager devotion; ardor; zeal.										
	Department	10	71.40	4	28.60	--	--	--	--	.29
	Chain	8	50.00	7	43.80	1	6.30	--	--	.56
	Discount	8	80.00	2	20.00	--	--	--	--	.20
	Women's Spec.	10	66.70	5	33.30	--	--	--	--	.33
	Men's Spec.	17	100.00	--	--	--	--	--	--	0.00
	Shoe Spec.	10	83.30	2	16.70	--	--	--	--	.17
	Exec. Spec.	5	100.00	--	--	--	--	--	--	0.00
	Health	2	25.00	5	62.50	1	12.50	--	--	.88
	TOTAL	70	72	25	26	2	02	--	--	.30

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
11. Flexibility - ability to adjust to varying situations; openness. Resolutions of disagreements and conflicts based on understanding and agreement; learning to change through use of positive critique.										
	Department	10	71.40	4	28.60	--	--	--	--	.29
	Chain	4	25.00	11	68.80	1	6.30	--	--	.81
	Discount	4	40.00	6	60.00	--	--	--	--	.60
	Women's Spec.	11	73.30	4	26.70	--	--	--	--	.27
	Men's Spec.	2	11.80	14	82.30	--	--	1	5.9	.82
	Shoe Spec.	6	50.00	6	50.00	--	--	--	--	.50
	Exec. Spec.	5	100.00	--	--	--	--	--	--	0.00
	Health	3	37.50	5	62.50	--	--	--	--	.63
	TOTAL	45	46	50	52	1	01	1	01	.67

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
12. Initiative - a self-starter. Ability to act independently with imagination and resourcefulness. Willingness to accept responsibility. Motivated by self-achievement; initiates rather than always responds.										
	Department	10	7.40	4	28.60	--	--	--	--	.29
	Chain	10	62.50	4	25.00	2	12.50	--	--	.50
	Discount	4	40.00	6	60.00	--	--	--	--	.60
	Women's Spec.	8	53.30	7	46.70	--	--	--	--	.47
	Men's Spec.	15	88.20	2	11.80	--	--	--	--	.12
	Shoe Spec.	7	58.30	5	41.70	--	--	--	--	.42
	Exec. Spec.	7	58.30	5	41.70	--	--	--	--	.20
	Health	5	62.50	3	37.50	--	--	--	--	.38
	TOTAL	63	65	32	33	2	02	--	--	.37

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
13. Integrity - holds to high standards of truth, conduct, honesty, ethnics and expects it of others. Word and promises are good; fair; trustworthy and unbiased in action.										
	Department	4	28.60	9	64.30	1	7.10	--	--	.79
	Chain	9	56.30	7	43.80	--	--	--	--	.44
	Discount	7	70.00	3	30.00	--	--	--	--	.30
	Women's Spec.	7	46.70	8	53.30	--	--	--	--	.53
	Men's Spec.	13	76.50	4	23.50	--	--	--	--	.24
	Shoe Spec.	11	91.70	1	8.30	--	--	--	--	.08
	Exec. Spec.	3	60.00	2	40.00	--	--	--	--	.40
	Health	7	87.50	1	12.50	--	--	--	--	.13
	TOTAL	61	63	35	36	1	01	--	--	.38

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
14. Intellectual Competence - uses intellectual, analytical and problem-solving abilities. Strong in perceiving, remembering, abstracting and judging. Has high ability in quantitative skills; is a quick learner.										
	Department	5	35.70	6	42.90	3	21.40	--	--	.86
	Chain	8	50.00	5	31.30	3	18.80	--	--	.69
	Discount	2	20.00	5	50.00	3	30.00	--	--	1.10
	Women's Spec.	4	26.70	5	33.30	6	40.00	--	--	1.13
	Men's Spec.	4	23.50	9	52.90	4	23.50	--	--	1.00
	Shoe Spec.	1	8.30	9	75.00	2	16.70	--	--	1.08
	Exec. Spec.	1	20.00	3	60.00	1	20.00	--	--	1.00
	Health	1	12.50	3	37.50	4	50.00	--	--	1.38
	TOTAL	26	29	45	46	26	29	--	--	1.00

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
15. Intensity - ability to handle a wide variety of problems, both as to scope and magnitude; to bear up under pressure. Ability to see the tough, often long and grinding tasks accomplished. A high degree of persistence.										
	Department	8	57.10	3	21.40	3	21.40	--	--	.64
	Chain	2	12.50	11	68.80	3	18.80	--	--	1.06
	Discount	3	30.00	6	60.00	1	10.00	--	--	.80
	Women's Spec.	6	40.00	9	60.00	--	--	--	--	.60
	Men's Spec.	6	35.30	10	58.80	1	5.90	--	--	.71
	Shoe Spec.	3	25.00	9	75.00	--	--	--	--	.75
	Exec. Spec.	4	80.00	1	20.00	--	--	--	--	.20
	Health	2	25.00	2	25.00	4	50.00	--	--	1.25
	TOTAL	34	35	51	53	12	12	--	--	.77

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
16. Leadership - individual has a specific effect on others which commands their respect, admiration, or affection and causes them to follow him/her. Gets a positive response from others and utilizes that response to bring about a desired action or course of action. Possesses direction and motivation.										
	Department	9	64.30	5	35.70	--	--	--	--	.43
	Chain	12	75.00	3	18.80	1	6.30	--	--	.31
	Discount	5	50.00	5	50.00	--	--	--	--	.50
	Women's Spec.	11	73.30	4	26.70	--	--	--	--	.27
	Men's Spec.	17	100.00	--	--	--	--	--	--	0.00
	Shoe Spec.	4	33.30	8	66.70	--	--	--	--	.67
	Exec. Spec	5	100.00	--	--	--	--	--	--	0.00
	Health	4	50.00	4	50.00	--	--	--	--	.50
	TOTAL	67	69	29	30	1	01	--	--	.32

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
17. Organization - ability to see that plans, policies, and programs are carried through on a timely basis to bring about successful implementation. Has organized work habits, and utilizes time management principles. An ability to make things happen.										
	Department	3	21.40	9	64.30	2	14.30	--	--	.93
	Chain	12	75.00	2	12.50	2	12.50	--	--	.38
	Discount	5	50.00	5	50.00	--	--	--	--	.50
	Women's Spec.	14	93.30	1	6.67	--	--	--	--	.07
	Men's Spec.	12	70.60	4	23.50	1	5.90	--	--	.35
	Shoe Spec.	9	75.00	3	25.00	--	--	--	--	.25
	Exec. Spec	1	20.00	4	80.00	--	--	--	--	.80
	Health	4	50.00	3	37.50	1	12.50	--	--	.63
	TOTAL	60	62	31	32	6	06	--	--	.44

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
18. Planning - coping with detail and possessing the capacity for tight organization of one's own work; foresight for short and long range goals.										
	Department	2	14.30	10	71.40	2	14.30	--	--	1.00
	Chain	10	62.50	5	31.30	1	6.30	--	--	.44
	Discount	2	20.00	8	80.00	--	--	--	--	.80
	Women's Spec	9	60.00	6	40.00	--	--	--	--	.40
	Men's Spec.	7	41.20	6	35.30	3	17.60	1	5.90	.88
	Shoe Spec.	5	41.70	6	50.00	1	8.30	--	--	.67
	Exec. Spec.	--	--	5	100.00	--	--	--	--	1.00
	Health	1	12.50	7	87.50	--	--	--	--	.88
	TOTAL	36	37	53	55	7	07	1	01	.72

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
19. Result-Oriented - desire to develop quicker and more efficient ways of getting sound results. Goal motivated. Profit oriented.										
	Department	12	87.70	2	14.30	--	--	--	--	.14
	Chain	8	50.00	8	50.00	--	--	--	--	.50
	Discount	5	50.00	5	50.00	--	--	--	--	.50
	Women's Spec.	5	33.30	9	60.00	1	6.67	--	--	.73
	Men's Spec.	14	82.3	3	17.60	--	--	--	--	.18
	Shoe Spec	2	16.70	9	75.00	1	8.30	--	--	.92
	Exec. Spec.	3	60.00	2	40.00	--	--	--	--	.40
	Health	8	100.00	--	--	--	--	--	--	0.00
	TOTAL	57	59	38	39	2	02	--	--	.43

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
20. Self-Confidence - trust and confidence in one's own ability to handle the ordinary as well as the new, future or extra-ordinary demands of the position.										
	Department	5	35.70	6	42.90	3	21.40	--	--	.86
	Chain	6	37.50	10	62.50	--	--	--	--	.63
	Discount	3	30.00	7	70.00	--	--	--	--	.70
	Women's Spec.	6	40.00	6	40.00	3	20.00	--	--	.80
	Men's Spec.	12	70.6	4	23.50	1	5.90	--	--	.35
	Shoe Spec.	4	33.30	6	50.00	2	16.70	--	--	.83
	Exec. Spec.	4	80.00	1	20.00	--	--	--	--	.20
	Health	2	25.00	5	62.50	1	12.50	--	--	.88
	TOTAL	42	43	45	46	10	.10	--	--	.67

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
21. Social adaptability - ability to establish effective relationships with superiors, peers, subordinates and customers. Sensitivity to people.										
	Department	--	--	9	64.30	5	35.70	--	--	1.36
	Chain	4	25.00	8	50.00	4	25.00	--	--	1.00
	Discount	2	20.00	6	60.00	2	20.00	--	--	1.00
	Women's Spec.	7	46.70	8	53.30	--	--	--	--	.53
	Men's Spec.	6	35.30	11	64.70	--	--	--	--	.65
	Shoe Spec.	3	25.00	9	75.00	--	--	--	--	.75
	Exec. Spec.	5	100.00	--	--	--	--	--	--	0.00
	Health	--	--	4	50.00	4	50.00	--	--	1.50
	TOTAL	27	29	55	57	15	15	--	--	.88

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
22. Stability - exhibits qualities of dependability, good follow-through, emotional steadiness and perseverance. Sincere and loyal.										
	Department	5	35.70	5	35.70	4	28.60	--	--	.93
	Chain	5	31.30	10	62.50	1	6.30	--	--	.75
	Discount	5	50.00	5	50.00	--	--	--	--	.50
	Women's Spec.	2	13.30	13	86.70	--	--	--	--	.87
	Men's Spec.	9	52.90	8	47.10	--	--	--	--	.47
	Shoe Spec.	6	50.00	6	50.00	--	--	--	--	.50
	Exec. Spec.	4	80.00	1	20.00	--	--	--	--	.20
	Health	2	25.00	3	37.50	3	37.50	--	--	1.13
	TOTAL	38	39	51	52	8	08	--	--	.69

TABLE 29 (continued)

Characteristics	Store Type	0 Very Imp. No.	%	1 Imp. No.	%	2 Mod. Imp. No.	%	3 Little Imp. No.	%	*Avg.
23. Stress Management - ability to cope; can control emotions, deal with failfure, tolerate ambiquity, and accept success appropriately.										
	Department	5	35.70	7	50.00	2	14.30	--	--	.79
	Chain	4	25.00	10	62.50	2	12.50	--	--	.75
	Discount	4	40.00	6	60.00	--	--	--	--	.60
	Women's Spec.	6	40.00	9	60.00	--	--	--	--	.60
	Men's Spec.	15	88.20	1	5.90	1	5.90	--	--	.35
	Shoe Spec.	6	50.00	6	50.00	--	--	--	--	.50
	Exec. Spec.	4	80.00	1	20.00	--	--	--	--	.20
	Health	4	50.00	4	50.00	--	--	--	--	.50
	TOTAL	48	49	44	45	5	06	--	--	.56

BIBLIOGRAPHY

BIBLIOGRAPHY

Bentz, V. Jon, "The Sears Experience in the Investigation, Description and Prediction of Executive Behavior," in F. R. Wickert and D. E. McFarland eds. Measuring Executive Effectiveness (New York: Appleton-Century Crofts, 1967), Chapter 7.

Ghiselli, "Some Motivational Factors in the Success of Managers," Personnel Psychology, Vol. 21, No. 4 (Winter, 1968).

Ginsburg, Sigmund G. "The 'I' Test - Evaluating Executive Talent and Potential", Personnel Journal, April 1978.

Good, Carter V. and Scates, Dougles E., Methods of Research, (New York: Appleton-Century-Crofts, Inc., 1954.

Greenberg, Jeanne and Greenberg, Hervert. "Predicting Sales Success - Myths and Reality", Personnel Journal, December, 1976.

Isaac, Stephen and Michael, William B. Handbook in Research and Evaluation, (San Diego, CA) Edits Publishers, 1979.

Job, Barbara Cottman. "Employment and pay trends in the retail trade industry", Monthly Labor Review. U. S. Department of Labor, Bureau of Labor Statistics: Washington, D. C.: Government Printing Office, March, 1980.

Katz, Robert L. "Skills of an Effective Administrator," Harvard Business Review, Jan. - Feb., 1955, reprented September, 1974.

Kerlinger, Fred N. Foundations of Behavioral Research, New York, Holt, Rinehart, and Winston, Inc., 1965.

Korn/Ferry International and Graduate School of Management at UCLA, "Comparison of Retail and Non-Retail Executives", Personal News and Views, Fall, 1979. Published by the Personnel Division National Retail Merchants Association, Winter, 1979-80.

Lopez, Felix M. The Making of a Manager. United States of America, American Management Association, Inc., 1970.

Lopez, Felix M. Evaluating Executive Decision Making, AMA Research Study 75 (1966).

Pietrowski, Zygmunt A. "Consistently Successful and Failing Top Business Executives: An Inkblot Test Study," The Frontiers of Management Psychology, New York: Harper & Row, 1964.

Porter, Lyman W. Organizational Patterns of Managerial Job Attitudes, New York: American Foundation for Management Research, 1964.

Tuckman, Bruce W. Conducting Educational Research, New York, Harcourt Brace Jovanovich, Inc., 1972.

U. S. Bureau of the Census, 1970 Census of Population, Classified Index of Industries and Occupation, Washing, D. C., Government Printing Office, 1971.

U. S. Bureau of Economic Analysis, Survey of Current Business, Washington D. C., Government Printing Office, April, 1979.

U. S. Department of Commerce, Bureau of the Census Data Users Service Office, Washington, D. C. Government Printing Office, January, 1979.

U. S. Department of Labor, Bureau of Labor Statistics, Current Population Survey, Washington, D. C., Government Printing Office, 1977 and 1978.

U. S. Department of Labor, Bureau of Labor Statistics, Current Population Survey, Washington, D. C., Government Printing Office.

U. S. Department of Labor, Bureau of Labor Statistics, Current Employment Statistics, Washington, D. C., Government Printing Office, 1977 and 1978.

Van Dalen, D. B. and Meyer, W. J. Understanding Education Research, New York, 1966, revised.